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ABSTRACT

The primary purpose of this practicum was to design and implement a staff development program to assist teachers and administrators in acquiring instructional and classroom management skills. The program was designed to demonstrate and model the techniques to be learned by participants during inservice instruction, provide for supervised practice in the participant's classroom to maximize the probability that the techniques will be applied, and arrange for ongoing monitoring of the participant's classroom performance to assure continued use of the techniques by providing building administrators with additional skills necessary for effective monitoring. The program was evaluated utilizing both process and product evaluation procedures. The preliminary results of the evaluation indicate that the program has been directly beneficial to participating teachers and administrators. (Author/IRT)

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INTENSIVE STAFF DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS IN THE DENVER PUBLIC SCHOOLS

By Frank E. Roberts

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

Denver Cluster
Harold A. Stetzler

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TABLE OF CONTENTS

	PAGE
ABSTRACT	(1)
INTRODUCTION	1
REVIEW OF RELATED LITERATURE	3
STATEMENT OF THE PROBLEM	9
OVERVIEW	13
SPECIFIC PROGRAM OBJECTIVES FOR PARTICIPATING TEACHERS	14
Objective 1	14
Objective 2	14
Objective 3	15
Objective 4	15
Objective 5	16
Objective 6	16
Objective 7	16
Objective 8	17
Objective 9	17
Objective 10	18
DEFINITION OF TERMS	19
SOLUTION	22
PRACTICUM DESIGN	23
Length of Training Cycle	25
Staff Development Program	26

APR 15 1976

PAGE

Inservice Content. 27

Keeping in Touch (KIT) 27

Staff Development Facilities 28

Evaluation 29

Training Cycle 30

DESIGN OF STAFF DEVELOPMENT PROGRAM IN ACTION 33

EVALUATION DESIGN 48

Formative Evaluation of the Process. 48

Summative Evaluation of the Product. 49

Pupil Achievement. 51

ANALYSIS OF THE TEACHING CYCLES 52

Pilot Practice Training Cycle. 52

Elementary and Secondary Teacher Participation . . . 53

Administrators - Clinical Supervision. 53

Description of Instrument. 58

Summarization of the Analysis of the Teaching Cycles. 58

SUMMARY 60

CONCLUSIONS 62

RECOMMENDATIONS 64

THE DENVER PUBLIC SCHOOLS COMMITMENT TO THE CONTINUATION OF "PROJECT CARE" - 1976-1977. . . . . 64a

APPENDIX A. 65

PAGE

APPENDIX B 67

APPENDIX C 70

APPENDIX D 76

APPENDIX E 91

APPENDIX F 93

APPENDIX G 98

APPENDIX H 100

APPENDIX I 102

APPENDIX J 105

APPENDIX K 114

LIST OF FIGURES

FIGURE		PAGE
1	Denver Public Schools Elementary Enrollment Grades 1-6.	43
2	Comparison of Births in Denver with Denver Public Schools Kindergarten Enrollment.	44
3	Denver Public Schools Number of Elementary Teachers - Grades K-6	45

LIST OF TABLES

TABLE		PAGE
1	Mean Teachers' Confidence Ratings of Inservice Professionals for Affective and Cognitive Teaching Practices.	34
2	PPA Teachers Cycle.	54
3	Elementary Teachers' Cycles	55
4	Secondary Teachers' Cycles.	56
5	Administrators' Lessons	57

ABSTRACT

The purpose of this practicum was to develop an effective staff development program for teachers who are expected to teach all pupils, including the mild and moderately handicapped, in the regular classroom. The staff development project has been entitled Project CARE, Committed and Responsive Education for all pupils in the Denver Public Schools (Appendix A). The staff development design, content, and delivery system was developed by the project coordinator working cooperatively with this practitioner.

The program was evaluated utilizing both process and product evaluation procedures. The preliminary results of the evaluation indicate that the program has been directly beneficial to participating teachers and administrators. Data will be collected during the 1976-1977 school year comparing achievement of pupils from teachers having had experience in Project CARE and pupil achievement from nonparticipating teachers.

The staff development project funding will end June 30, 1976; however, the leadership of the Division of Education has been actively planning strategies to fund the continuation and expansion of this program during the 1976-1977 school year.

Intensive Staff Development for Teachers and Administrators in the Denver Public Schools

by Frank E. Roberts[1]

INTRODUCTION

The Colorado General Assembly enacted legislation in the spring of 1973 which has had a significant effect on the staff development activities in all of the 181 school districts in Colorado.

The legislation known as the "Handicapped Children's Educational Act of Colorado" (HB 1164) is pervasive and provides for a number of required functions to be carried out by all school districts. Major among these functions is the inservice component for teachers who are expected to teach mild and moderately handicapped pupils in the regular classroom.

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[1]Frank E. Roberts is an Assistant Executive Director in the Department of Elementary Education for the Denver Public Schools. This Practicum was performed in the Denver Public Schools, Denver, Colorado.

This practitioner is firmly convinced that quality of instruction can be improved through teacher inservice and that this improvement will benefit all pupils. The Denver Public Schools is committed to provide the best possible programs of learning opportunities for all pupils. Like all school districts throughout the State of Colorado for the past several years, Denver has received its fair share of federal and state monies needed to hire additional staff for categorical programs. These include programs such as the Elementary and Secondary Education Act Title I and the purchase of new materials to expand the school district's audiovisual aid program. Yet, like many school districts, even with the expenditures for additional staff, equipment, and materials, the Denver school district has not been totally satisfied with the results of these efforts in terms of the impact on the classroom instructional program.

As a consequence of the "Handicapped Children's Education Act of Colorado" in 1973 and a U. S. District Court order issued in April 1974, the Denver Public Schools has intensified staff development programs. While the system for delivering the inservice reached the stated program objectives, there was persuasive evidence from participants indicating a need for change. Project CARE, a major staff development program, was designed and

implemented by the project coordinator and this practitioner in September 1975 to meet these needs. The program was designed to assist teachers and administrators in acquiring instructional and classroom management skills leading to excellence in education for all pupils.

REVIEW OF RELATED LITERATURE

According to Mosher and Purpel[2] there are two major views which are in a certain sense contradictory. On the one hand, there is a powerful movement to professionalize the teacher, increase the status and rewards of teaching and, at the same time, upgrade the quality of training for teachers. On the other hand, however, is a virtually unpublicized trend toward deemphasizing the importance and autonomy of the teacher.

The National Education Association[3] is presently spearheading a drive to make teacher-centered inservice education a regular and ongoing part of a school district's program for the professional development of its staff. For teachers, it is often a relearning

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[2]Ralph L. Mosher and David E. Purpel, Supervision: The Reluctant Profession, Boston: Houghton Mifflin Company, 1972.

[3]William J. O'Keefe, "Some Teacher-Centered Inservice Programs," Today's Education, The Journal of the National Education Association March-April, 1974, pp. 39-42.

experience that shifts attention from the what of teaching, the subject matter, to the who of teaching, the students and teachers themselves who are featured participants in the teaching-learning transaction.

Ralph W. Tyler[4] poses a central issue - who shall determine the substances of activities that contribute to the continuing education of teachers' inservice?

Philip W. Jackson[5] warns that we must have a complete teacher. "What is needed," he says, "is both time and the tools for the teacher to conceptualize his experience, to imbue it with personal meaning in a way that alerts his way of looking at his world and acting on it."

"The motive for learning more about teaching," Jackson writes, "is not to repair a personal inadequacy as a teacher but to seek greater fulfillment as a practitioner of the art."

According to Robert N. Bush[6] we must learn not to expect miracles from inservice education programs. One besetting sin in

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[4] Improving In-Service Education: Proposals and Procedures for Change, edited by Louis J. Rubin, Boston: Allyn & Bacon, Inc., 1971.

[5] Ibid.

[6] Ibid.

American education is an expectation of radical changes in teacher behavior and consequently pupil behavior with only tiny investments of time, energy, and resources. Bush's work leads one to believe that increased competence is in itself a valuable pay-off. The intrinsic satisfaction of performing ably, in other words, will impel teachers to enhance their capabilities. Although professional growth often is a slow and cumulative process, this desire to become a more adept practitioner will eventually result in a new level of professionalism if we support the teacher's desire with a viable and meaningful opportunity for inservice growth.

Herbert A. Thelen[7] cannot propose any method of inservice training that would short-circuit action research, diagnosis, and planning. Guidelines, yes; blueprints, no. Thelen is deeply concerned about the growing impersonality of teaching and teachers. Convinced that the classroom should mirror the larger society, he suggests that a large measure of professional growth activity be directed toward enlarging the teacher's awareness of the world around him.

It is stressed by Jackson, Lippitt, Fox, and Fischler[8] that the purpose or function of inservice training is to help the

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[7]Ibid.

[8]Ibid.

teacher himself undergo similar growth on the job. Such programs should serve to help teachers gain the competence needed to make continual progress in transforming the classroom culture.

Dwight W. Allen[9] states that of all the tradition-bound practices in American Education, the current state of inservice teacher training is probably the most indefensible. Allen points out two mutually imcompatible perspectives: (1) inservice training as relevant to the upgrading of teachers' professionalism and classroom performance; and (2) inservice training as a convenient way to pile up units, which will move a teacher horizontally across the pay schedule. Allen is adamant about the importance of performance assessment. He believes that a teacher who lacks a knowledge of his subject matter, or who has not mastered either the required pedagogical skills or the art of interacting with his students, can be helped by careful retraining intervention.

We are reminded by Lippit and Fox[10] that the peer group has a strong influence on the individual's behavior. Just as the attitudes of the class affect the child, the attitudes of the faculty affect the teacher. It follows, therefore, that a teacher

[9]Ibid.

[10]Ibid.

is not likely to aspire to sustained professional growth if the aspirations are not shared by his colleagues.

Abraham S. Fischler[11] suggests that clinical supervision provides a vehicle for the principal to re-enter into a dialogue with his teachers in relation to the instructional program. It provides the opportunity for the principal to collect data, to observe the interaction, and to offer suggestions as possible alternatives. The greater the teacher's repertoire, and the more he knows about the effect of each teaching strategy or the expected performances of pupils, the more apt he is to select that strategy which is most effective for a particular group or individual.

Mario Fantini[12] calls upon educational leaders to devise a strategy of educational reform with which to overthrow an outdated system. Like many other authorities, he advocates a complex rather than a simplistic system.

The need for humane teaching is reinforced by Edward J. Meade, Jr.[13] He states that technical skills are important, but no more so than the skills of interacting effectively with children. The

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[11] Ibid

[12] Ibid.

[13] Ibid.

impact of a technically skilled teacher is easily weakened by an irresponsible or defective attitude and by shallow commitment.

Louis Fischer[14] contends that the professional education of teachers is badly in need of repair. Fischer states that it is folly to attempt to separate preservice from inservice development. Above all, however, he makes it clear that anything we attempt in the way of improving matters will be hampered by the absence of authority in education.

It has been suggested by Louis J. Rubin[15] that leadership concerns itself not only with effective ways of facilitating the acquisition of new capabilities, but with efforts to increase teachers' desires to perform somewhere near their optimal capacities. The wish to excel, says Rubin, is not widely characteristic of the profession.

In summary, the literature reviewed for this report strongly emphasized the different facets of teacher professional growth. The message of the writing is quite clear - the ongoing professional growth of the teaching profession is of crucial importance. Too

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[14]Ibid.

[15]Ibid.

often, and for too long, the matter of teacher inservice has been treated either haughtily or not at all. The need for experimentation and for a rigorous effort to learn from trial and error is very great. It is with this belief that the practitioner entered this practicum with enthusiasm and hope for success in assisting teachers to become more effective with pupils and the learning process, in spite of the diversity and complexity which surrounds learning in an urban classroom setting.

STATEMENT OF THE PROBLEM

In a U. S. District Court order issued in April 1974, the Denver Public Schools was ordered to integrate the schools. The order provided a variety of strategies which ultimately effected the racial balance in the classrooms throughout the city. The school district implemented the court plan for integration in September 1974. Teachers, pupils, parents, and administrators entered the first year of the plan with fear, anxiety, and, in some cases, hostility created by the impending integration court order.

Observations of teaching practices, discussions with teachers and administrators, and examination of evaluation data from inservices dramatized to the practitioner and the project coordinator

the following major concerns:

- Behavioral disturbances, absenteeism, low achievement levels, poor motivation, high dropout rates, and high incidence of learning disorders are strongly correlated with academic failure. More adequate instructional planning and practices can reduce failure with a concomitant reduction in classroom disturbances, increased pupil commitment, and pupil involvement in the learning process.

- Large numbers of pupils are not learning at a rate and to a degree that is commensurate with pupils' abilities. Techniques for improving teaching and lesson planning are needed by most teachers.

- As a result of court-ordered integration, classrooms may have a greater number of pupils whose performance levels differ from the present and who challenge the instructional practices now offered by teachers. Instructional techniques are needed which will allow teachers to accommodate the individual pupil needs.

- Teacher frustration has increased significantly as previously successful teaching techniques have failed

to motivate and control today's pupil population. Teacher demand for more and more punitive measures contribute to further pupil rebellion and unreast. Effective and positive classroom management techniques must be introduced to interrupt this cycle.

- Telling teachers about more effective teaching techniques does not assure that they will institute these techniques in their classroom. Provisions for supervised practice and ongoing monitoring are necessary to insure significant and lasting change in instructional practice.

- A majority of teachers who tend to volunteer for after-school inservice courses have already participated in the Handicapped Children's Educational Act courses presented during the first year and a half of the program. Additionally, multi-cultural, bilingual, integration, and curriculum inservices continue to compete for teacher after-school and Saturday free time. Both new content and format are necessary to encourage further participation in training opportunities and to encourage participation of teachers who will not or cannot volunteer for after-school sessions.

- Classroom instructional units which will serve to demonstrate alternative and improved ways of providing for all pupils are needed. There are presently few classrooms which can serve this function. Selected teachers could be trained to develop these instructional units with a comprehensive staff development program.

- There is a pressing need to assist administrators in becoming more deeply involved in the educational process if teaching is to be improved. This is not likely to occur without providing administrators with the skills necessary to monitor and assist teachers with instructional and behavioral problems.

- Many teachers are being required to meet specific objectives for improvement of teaching skills during evaluation procedures instituted by supervising principals. Assistance for these teachers has been difficult to obtain because of the many demands on the time of possible resource personnel. A staff development center dedicated to upgrading instructional skills could provide this service.

- The emphasis on educational accountability and a push for a return to academic fundamentals suggest a need for new and improved instructional techniques.

OVERVIEW

In designing a program to meet the stated needs, several inservice models were examined. A combination of two models appeared to best meet Denver schools' staff development needs. Both models, one developed in Houston by Barry Dollar and the other developed in Los Angeles by Madeline Hunter, were built on concepts essential to improvement of instruction and classroom management for the regular classroom. The Houston model is designed to allow inservice participants to experience six different management systems ranging from a management system void of provisions for individual differences to a system which is totally individualized to meet pupil needs through the use of learning centers. The Los Angeles model demonstrates and models the practical use of learning theory to increase rate and degree of learning, retention, transfer of learning, motivation, and reinforcement and lesson planning. However, the latter model, while urging the use of individualized instruction, only minimally demonstrates how a classroom can be organized to meet individual needs since it primarily depends on large group instruction and small group practice. Both models have been tested in a number of school districts and found to be quite effective in improving instructional techniques and pupil learning. It was concluded by

the practitioner and the project coordinator that the design for Project CARE would be composed of the essential parts of both models.

SPECIFIC PROGRAM OBJECTIVES FOR PARTICIPATING TEACHERS

Objective 1

The participant would demonstrate understanding of the effects of handicapping conditions on learning by -

- responding with 85% accuracy on posttests measuring knowledge of variables known to influence learning of the handicapped pupil; that is, motivation, reinforcement, transfer, retention, rate and degree of learning.
- increasing the use of these variables in daily teaching as measured by growth on pre-post district-developed observation instrument.

Objective 2

The participants would demonstrate the ability to use screening instruments to identify pupils with special needs by utilizing pretest information to determine instructional grouping and the pupils' prior competency in specific lesson content. The

participant's ability to do so would be measured by direct observation of the participant's teaching during lesson analysis observations.

Objective 3

The participant would demonstrate the ability to determine a pupil's specific needs and strengths by using at least two of a list of monitoring and adjusting instructional techniques during an observed lesson.

Objective 4

The participant would demonstrate the ability to modify programs to meet needs by using at least one of the following strategies:

- flexible grouping for instruction based on common needs
- use of learning centers to individualize instruction
- provision of multi-level, multi-sensory instructional alternatives for any given content
- adapting instructional questioning and responding levels during questions
- use of team teaching to meet individual needs by grouping.

Objective 5

The participant would demonstrate the ability to evaluate pupil progress by designing and using at least one of the following:

- formal and informal assessment techniques
- pre-posttesting devices and techniques
- records to document accomplishment of objectives
- alternative grading systems.

Objective 6

The participant would prepare and use individual pupil and classroom information for improving programs as evidenced by an increased percentage of pupils on-task during a five-minute sample of behavior.

Objective 7

The participant would demonstrate the ability to use the following instructional techniques or methods for pupils who have special needs by -

- correctly writing instructional objectives
- developing task analyses of the instructional objectives for use in planning lessons to meet the objectives

- preparing and teaching one or more lessons to pupils in which the observer can identify the specific objectives of the lesson.

Objective 8

The participant would demonstrate the use of instructional materials or equipment for pupils with special needs by -

- establishing multi-level, multi-sensory learning centers and/or using sequenced materials for at least one unit or series of lessons in any given subject
- developing lessons using one or more of the following techniques: backward chaining, progressive approximation, cuing, fading cues, knowledge of growth in learning, immediate feedback, hierarchy of response.

Objective 9

The participant would demonstrate knowledge of resources available outside their classroom to assist pupils by matching a list of district resources to a list of resource functions with 90% accuracy.

Objective 10

The participants would demonstrate the ability to use specific techniques of group and individual pupil management to the benefit of pupils by -

- preparing and executing a behavioral strategy for needed improvement in social and instructional problems of pupils
- developing and using a signal system
- devising and implementing sponge activities to provide pupils with proper mind-set and practice
- using an increased number of positive verbal reinforcers during instruction as motivators for pupils.

DEFINITION OF TERMS

Achievement - Acquisition of skill or competence in a specific area.

Administrative Clinical Supervision Course - A ten-week series of two and one-half hour sessions covering the same general content and curriculum which is taught to teacher participants in Project CARE. The major difference between the teacher and the administrative curriculum is the shortened period of practice and the surface treatment of context for administrators.

Court Order - The U. S. District Court in April 1974 ordered the Denver Public Schools to racially integrate pupils and teaching staff in all schools. The order became effective in September 1974. The integration plan was designed by a court-appointed consultant, Dr. John Finger.

Curriculum - The planned interaction of pupils with instructional content, instructional resources, and instructional processes for the attainment of educational objectives.

Handicapped Children's Education Act of Colorado (H.B. 1164) - A law passed by the Colorado Assembly in 1973 bringing about massive changes in the programming, selection process,

staffing requirements, teacher inservice, and special education requirements for school districts dealing with all types of handicapped children in the State of Colorado.

Inservice/Staff Development - An activity which is designed to provide professional stimulation and growth in the area of teaching.

Learning Activities - Actions or activities which result in an internalized change of behavior or response of the person performing the action or activities.

Mildly and Moderately Handicapped Children - Pupils who have been identified through a staffing process as prescribed by the Handicapped Children's Educational Act of Colorado to be handicapped (emotionally, mentally, or physically) but the degree of the handicap is not severe enough to require placement and care of the pupils with a special education teacher.

Osgood Semantic Differential Attitude Inventory - This instrument measures the connotative meaning of concepts. Connotative meanings reflect the attitude of the individual toward the concept. The development of a semantic differential involves the establishment of a set of bipolar adjectives which can be

rated on a continuum. A number of studies have established the validity of the semantic differential; in recent years, its use in education has become quite extensive.

Project CARE - A title given to this staff development inservice project which gives emphasis to the important elements of commitment and responsive education for pupils.

PPA - An acronym meaning Program for Pupil Assistance. This program is designed to meet the special needs of pupils who demonstrate classroom behavior which is not conducive to their learning or to the learning of pupils around them. Teachers in this special program receive massive inservice education in preparation for assignment in the program.

Substitute Teacher Briefing and Debriefing - An activity period designed to allow the regular teacher an opportunity to discuss the temporary teaching assignment (eight and one-half days of Project CARE) with the substitute teacher. The last afternoon period of the ten-day assignment allows the substitute teacher the opportunity to debrief the returning regular teacher of the important instructional activities occurring during the eight and one-half day absence for Project CARE.

SOLUTION

The proposed staff development program, Project CARE, would extend and supplement the gains made previously by restructuring the inservice delivery model and expanding upon techniques of improving teaching skills to the benefit of all pupils. The new components of the 1975-1976 staff development program are:

- inservice instruction during released time from classroom duties
- demonstration of management systems for classroom organization ranging from total group instruction to completely individualized systems as inservice content is presented
- practice of skills and problem-solving during the training program
- demonstration of multi-level and multi-sensory instructional materials and resources using learning centers for presentation of inservice content
- use of instructional staff and building administrators as monitors for continued instructional improvement in the classroom

expanded presentation of learning theory and techniques for practical application of the theory in the classroom.

PRACTICUM DESIGN

This practitioner as Assistant Executive Director in the Department of Elementary Education is charged with the overall responsibility of the staff development program. This responsibility involves the practitioner in each stage of development, implementation, evaluation, and in the ongoing monitoring of the various activities during the course of the 1975-1976 school year.

Since the staff development program did include both elementary and secondary school personnel, the practitioner has the responsibility of reporting directly to the Associate Superintendent for the Division of Education. A careful linkage between the Departments of Elementary and Secondary Education was maintained by the practitioner.

The program staff was composed of a project coordinator and four teachers who were selected and placed on special assignment as trainers (Appendix B). The project coordinator was responsible for reporting to the practitioner.

The project coordinator assisted by appropriate consultants trained the inservice instructional staff composed of one primary, one upper elementary, one junior high, and one senior high teacher who, in turn, trained:

- Principals, assistant principals, coordinators, and central office administrators to serve as monitors of instructional change within the schools.

- Teams of teachers from schools having trained administrator(s) who had completed the program - one each from K-6 in the elementary schools and one each from the content areas of math, social studies, English, reading, foreign language and science in the secondary schools. These teachers served as a nucleus within participating schools to encourage other teachers to participate and to establish model classrooms for demonstration purposes. These teachers were accepted into the inservice program only if they indicated willingness and a commitment to implement change within their classrooms following the inservice activities (Appendix C).

- Other teachers from schools of volunteering principals who had completed the program. Initially, teachers were

selected on the basis of individual application and reasons for wanting to become involved. This procedure was used to maximize the possibility of change in educational practice during the first year of the program.

Length of Training Cycle

A. Administrators - Clinical Supervision Series

The first administrators' workshop involving a ten-session series began on September 23 and extended through December 1, 1975. Each of the ten lessons in the administrative series was presented twice to allow for weekly attendance flexibility. The workshops were designed to provide administrators with training in the methods and techniques being presented to teacher participants in Project CARE (Appendix D).

B. Teachers

The teachers spent the first and last half day of the ten-day period working with the substitute teacher briefing and debriefing for the assignment with the class(es) of pupils. The teacher participants spent eight and one-half days at the inservice center concentrating on the curriculum presented by the staff instructors and related activities developed for the participants.

Staff Development Program

Training cycles were four weeks in duration. There were fourteen cycles during the school year, each cycle accommodating twenty-eight teachers for a total of 392 teachers trained during the first year. Elementary and secondary teachers alternated cycles. A new cycle began in the center every two weeks (Appendix E).

Released time for participants was required during the first two weeks. The first two weeks were spent in the Staff Development Center. During the third and fourth weeks, the center instructional staff provided classroom assistance and monitoring as teachers practiced the skills learned at the center.

Two staff development instructional team members worked with each group of participants to assure adequate instructional and field monitoring. At the conclusion of the fourth week, the instructional team began with a new group of teachers. At this point, building principals, assistant principals for instruction, and coordinators were responsible for monitoring and supporting the teacher's performance.

Inservice Content

The inservice program was structured to provide both cognitive content and experience with an educational process which modeled good instructional practices. The cognitive content was taught under eight different classroom management systems to show classroom teachers different ways they could structure classrooms to meet student needs. In addition, inservice instructional practices modeled effective techniques of planning and teaching which, when practiced in the classroom, facilitated student learning, retention, and transfer (Appendix F).

An overview of specific inservice content and management systems to be modeled begins on page 30. In addition to the cognitive content planned for the time spent in the Staff Development Center, problem solving, skill practice, and follow-up activities were provided. All content was age-of-learner free, subject-matter free, ethnic free, and method free.

Keeping in Touch (KIT)

This portion of the staff development plan was designed as self-instructional units to expand upon concepts taught during the training cycle. The first four of these units emphasized the

four components of individualization - learning environment, learning rate, learning style, and content. Each unit contained information and activity requirements which helped the teacher move toward an appropriate alternative to more effectively meet pupil needs. Upon completion of the training cycle, teachers were encouraged to complete these units at their own rate. Units were loaned to the teachers so work could be completed in their schools or at home.

Staff Development Facilities

It was proposed that the Irving Street Center be designated as the Staff Development Center because:

1) Irving Street Center was "neutral ground" equally suited to elementary and secondary teachers and was easily accessible.

2) The Center was situated close to Cheltenham Elementary, Lake Junior High, and North High School for easy access to all grade levels for demonstration purposes.

3) Meeting space was available. The staff development program required one permanent room for instruction, since the program utilized learning centers for most of the

instruction. One additional room was required on the first half-day of each cycle for the large group instruction.

4) The program also required a permanent room for a materials center where teachers could examine, make, and check out materials and books. New materials were obtained for teachers who participated in the Staff Development Program.

Evaluation

Evaluation procedures were adapted to Denver Public Schools needs from the Houston and Hunter evaluation instruments.

Process evaluation was conducted daily and at the conclusion of each cycle. These data were used to refine the training program for successive cycles.

Product evaluation was based on observations of a random sample of teacher performances using a frequency count of behaviors which are known to facilitate learning and behaviors known to interfere with learning. The first data collection point was a ten-minute observation in the teacher's classroom prior to entry into the training program. The second observation

was made upon the completion of the field assistance by instructors. The third and final data collection point was made fifteen weeks after the initial four-week training period was completed.

Preparations have been made to collect achievement data on pupils of trained teachers and a random sample of untrained teachers during the year following training.

Training Cycle

Staff Development Workshop

First and Second Weeks
(Substitute required)

Management System	Day	Content	Unit
1. Large group, heterogeneous	1st am	Introduction	
		Reinforcement Theory	
		Effects of punishment	BSL 1 *
		Appropriate methods of punishment	H 1A **
		Effects of positive and negative reinforcement and extinction	BSL 2
		Identify appropriate reinforcers	H 1A
2. Small group, heterogeneous. Fixed intervals at assigned learning centers.	1st pm	Class Rules	
		Enforceable rules, incompatible behavior	BSL 3
		Categories of Reinforcers	
		Determining what is reinforcing	BSL 4
		Direct and indirect reinforcers	BSL 5

*Behavior Science Lab (Houston)
**Hunter Material (California)

Management System	Day	Content	Unit
DIAGNOSTIC TEST			
3. Small group, homogeneous. Learning centers chosen by group. Move when group passes posttest. Periodic group instruction.	2nd am	Schedules of Reinforcement and effects on behavior	BSL 6
		Contracting	BSL 7
4. Learning Partners	2nd pm	Behavioral Strategy	H 1B
		Analyze and solve problems	BSL 8
5. Individualized. Choice of work as individual, pairs, group. Move as complete objectives. Assigned centers. Direction instruction periodically.	3rd am	Individualization vs traditional	BSL A
		Four steps in setting up individualized programs	H 5
		Lesson planning	BSL B
		Behavioral objectives	
		Level of objective - Bloom's Taxonomy	H 6
		Cognitive domain	H 11
6. Individualized. Choice of work as individual, group, pairs. Two centers (unspecified) assigned. Periodic group instruction, individual decides whether or not to attend. Self-check pretest.	3rd pm	Diagnosis/Prescription/ Evaluation	
		Pre/Post Test for specific objectives	BSL C
		Management technique - grouping	H 8
		Teaching for independence	
		Task Analysis	
		Modality	
		Activity for given	
		Objectives designed for several ways children learn.	

Management System	Day	Content	Unit
7. Individual - if score 100 on pretest then take post-test. Otherwise visit two centers before taking posttest.	4th am	Learning Centers	BSL E
		Kinds, room arrangements, material	BSL F
		Organization. record keeping, scheduling	BSL G
			BSL H
		Move to KIT - four strands for individualization as enrichment if time allows	KIT
8. Equally weighted alternatives. Programmed instruction or lecture simultaneously.	4th pm	Motivation Theory	H 2
		Management Techniques signal, sponge	H 2
9. Group instruction plus programmed instruction or lecture.	5th am	Management Techniques - direction giving	H 3
		Retention Theory	
		Transfer Theory	
10. Group instruction.	5th pm	Rate and Degree	H 4
	6th	Eleven-step lesson plan	H 9
	7th	Review of Learning Theory	H 5
		Review of Individualization	To be made up
	8th	Affective Domain	H 12
	9th	Lesson Analysis	H 13
	10th	Action Plan	
		Bag of Skills Evaluation	
		Third and Fourth Weeks (No substitute required)	
	All day	Teacher's Classroom Assistance and Supervised Practice	

DESIGN OF STAFF DEVELOPMENT PROGRAM IN ACTION

The practitioner, working closely with the project coordinator and staff, concluded that the thrust of the 1975-1976 staff development program should be designed to concentrate on a limited population of teachers and administrators in the Denver schools. This decision was based on the experience gained from the evaluation of the previous years' staff development activities. It was evident from the evaluation data that the staff development program completed in May of 1975 had received general acceptance and favor from the participants. The degree of affect which the program had on changing teacher behavior is a critical question which had remained unaswered. It was thus decided that obvious strengths of staff development programs for the past two years would be retained as a beginning point for planning the new thrust for the 1975-1976 staff development program.

Another important consideration in developing a new design was the way teachers viewed inservice education or staff development activities.

Table 1 presents the rankings of inservice professionals for affective and cognitive teaching practices by mean scores and standard deviations. Although there were no differences in the

Table 1

Mean Teachers' Confidence Ratings of Inservice Professionals for Affective and Cognitive Teaching Practices

Affective Ranking	X	S.D.	Cognitive Ranking	X	S.D.
Experienced teacher	3.45	.53	Experienced	3.45	.57
Change agent (innovator)	2.97	.74	Change agent (innovator)	3.26	.70
Experienced professor	2.94	.82	Experienced professor	3.06	.82
Experienced principal	2.62	.81	*Inexperienced professor	2.75	.83
Beginning teacher	2.61	.76	Beginning teacher	2.74	.72
*School psychologist	2.44	.97	Experienced principal	2.73	.76
Inexperienced principal	2.22	.93	Inexperienced principal	2.57	.92
Inexperienced professor	2.16	.86	School psychologist	1.90	.87
*Child psychiatrist	2.11	1.03	*Publishing company rep.	1.88	.82
Neurologist	1.52	.80	Child psychiatrist	1.63	.89
School social worker	1.44	.76	Neurologist	1.36	1.25
School doctor	1.31	.84	School doctor	1.32	.85
Publishing company rep.	1.24	.83	School social worker	1.14	.83

*Professionals with significant differences between their cognitive and affective ratings.

two rankings, significant differences were found for professionals in whom the teachers placed the most and least confidence. The experienced teacher was selected as the source of educational information inspiring the most confidence for both the cognitive and affective areas of teaching.[16] Research at the University of Southern California suggests that inservice teachers are more likely to take the advice of experienced teachers, who are currently teaching, than other professionals who may have more specialized training but less teaching experience.

These experiences proved valuable during the early steps in the development of this practicum and, subsequently, to the development of the Project CARE staff development proposal. Several dates and crucial steps were facing this practitioner. First, a conceptual model of the proposed staff development program would be needed in order to make a preliminary presentation to the Assistant Superintendent of the Division of Education. The preliminary approval was needed to advance the thinking to the stage of developing a detailed staff development program proposal. Secondly, a rather large budgetary commitment was

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[16]"Teacher Views of Inservice Education: A Question of Confidence," Phi Delta Kappan, October, 1975, p. 126.

needed to provide the proposed staff development program with a sound fiscal foundation. As had been the case for the past two years, the State of Colorado had provided rather substantial grants to school districts throughout the state through H. B. 1164 for the purpose of improving the quality of education through teacher inservice programs.

The practitioner and the project coordinator were successful in managing both steps. Subsequently, a proposal was developed under the leadership of the practitioner to be presented to the Board of Education. This proposal was ultimately presented to the Colorado Department of Education for consideration of funding in accordance with the established funding formula controlling grants for the fiscal year commencing July 1975.

The proposal was approved by the Board of Education on May 15, 1975, thus providing the practitioner the opportunity to commence with next steps in the evaluation of the staff development program. The practitioner met daily with the project coordinator for the ensuing three weeks. This stage of development was crucial to the program because the operational strategies had to be designed and a realistic time line of events developed. The target date of October 13, 1975, was established for the program to become operational with the first group of teachers (Appendix E).

The instructional staff was identified through the process of posting of vacancies in accordance with the teachers' contract. A job description representing the projected responsibilities of the four staff development instructors was developed. The vacancies were posted; and, subsequently, the practitioner, the project coordinator, and a team of principals interviewed and rated the candidates expressing interest in the vacancies. Four teachers were selected for the positions, two from the elementary level, and two from the secondary school level. In each case, the four teachers were able to commit themselves to an early return to duty during August 1975.

It was the responsibility of the project coordinator to refine and integrate the content of the staff development curriculum. These activities were carried on during the months of June and July. Dr. Madeline Hunter, Principal, University School, University of California in Los Angeles, consulted with the practitioner and project coordinator in June 1975. The purpose of the consultation was to gain the expertise and criticism of our proposed program from a nationally recognized leader in the field of teacher education. This consultation was valuable and subsequent times for site visitations were arranged with Dr. Hunter and other staff members from the university.

The months of June and July provided the practitioner and the project coordinator the opportunity to complete plans for the implementation of the first phase of activities which would be the training of the instructional staff. The multitude of logistical questions were confronted and plans were directed for appropriate later action. The tasks of developing the instructional model, molding instructional materials into learning packages, and establishing physical space for the subsequent inservice program activities were summertime responsibilities of the project coordinator.

The administrative responsibility of maintaining close liaison among the participating departments in the Division of Education was assumed by the practitioner. The concerns of budget allocation, equity in participation from each level (elementary and secondary education), selection of schools, agreements or strategies for releasing teachers for participation, and the myriad of details required thoughtful attention from the practitioner in preparation for the August activities.

The training of the four project instructors began on August 18, 1975. It was necessary for each instructor to be able to commit to memory rapidly the content which each teacher

participant would be ultimately responsible for learning. Following this task the instructors were given four days of intensive instruction by Dr. Steven Pittman, staff member from the University Elementary School, U.C.L.A. It was during this period of time that the instructors were able to develop a working and teaching knowledge of the curriculum which was developed and integrated by the project coordinator. During the four weeks between August 18 and September 15, the instructors were able to meet the established training objectives which had been mutually established at the beginning of the training period.

The first training group was formed from a list of specialized teachers. The purpose in using this particular group of teachers was to provide the staff development instructors the opportunity to "practice" the newly developed skills and knowledge with teachers who possessed an awareness of and value for staff development.

The instructional design and content of the first cycle was assessed through formative evaluation. By using this approach, the practitioner and project coordinator were able to make adjustments in the pacing and modify the content of the curriculum resulting in a stronger total program of instruction for the participants who would follow.

The experience gained by the teaching staff, project coordinator and practitioner of working through the first cycle was invaluable to the subsequent activities. The objectives which were established by staff to accomplish during the first training cycle were met with a high degree of success. The staff gained immeasurably in the following crucial areas:

- *confidence in the new role of being a teacher of teachers*
- *the opportunity to present the staff development curriculum to a group of sensitive and aware teachers*
- *the immediate feedback and daily evaluation provided the staff a basis for possible changes in approach, technique, content, or pacing*
- *an opportunity to truly model for teachers a teaching behavior which had been designed to demonstrate each of the characteristics of a "master teacher."*

The evaluation data gathered from the experience of the first training cycle did in fact support, in a conclusive manner, the value of using this particular group of teachers for the purpose of practice.

In a statement made earlier by the practitioner regarding the pressing need to assist administrators in becoming more involved in the educational process, if teaching is to be improved, needs further attention. The whole matter of supervision of instruction is a major concern directly related to this practicum. The practitioner and project coordinator hypothesized that administrators need professional growth activities for improved understanding of the process of teaching, criteria for measuring teaching effectiveness, and pupil management techniques. There is no generally agreed-upon definition of what teaching is or of how to measure its affectiveness. The systematic improvement of instruction and the effect, place, and practice of supervision in such improvement remains generally as an unanswered set of questions. In the absence of answers to these important questions, the practitioner and staff members have agreed that administrators are not likely to become deeply involved in the supervision of instruction without first gaining skills necessary to monitor and assist teachers with instructional and behavioral problems. In order, therefore, to improve classroom instruction, implement a curriculum, or affect children's formal learning, the administrator must be given an opportunity to develop skills that will enable him to improve instruction through more effective supervision.

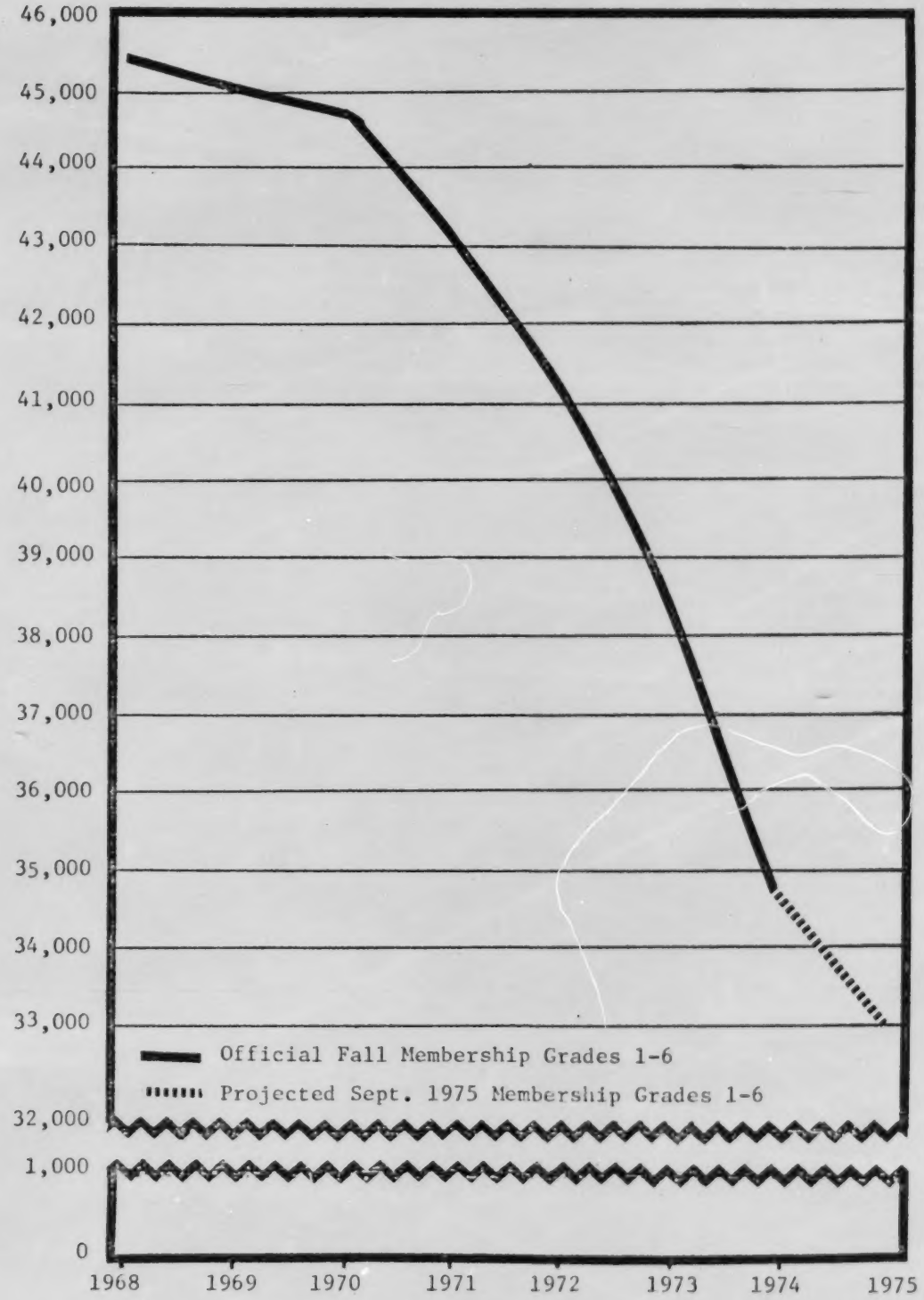
A factor that supports the need for intense supervision in the Denver Public Schools is the direct relationship between the decline in pupil population and the resulting decline in contracting new teachers. The Denver Public Schools has experienced a declining school population of approximately 11,000 pupils in grades one to six during the period between 1968 and 1975, or approximately 22% of the elementary age population (Figure 1). As indicated in Figure 2 the increase in births during the period of 1966-1969 should have been an offsetting factor; however, during the period of time, 1971-1974, the effect of the increase in births from 1966-1969 was not realized in the school population. Resulting from the general decline of pupil membership came the need for fewer teachers. This reduction is illustrated in Figure 3.

The resulting effect of the decline of some 300 elementary teachers over a period of six years was one of stabilizing school faculties. Prior to the beginning of this period of decline in both teachers and pupils, it was not uncommon to employ 250 to 300 new elementary teachers each year to fill the vacancies created by the high rate of attrition prevalently known among young unsettled teachers.

There is an agreement among administrators that there can be a resulting professional stimulation for school faculties through

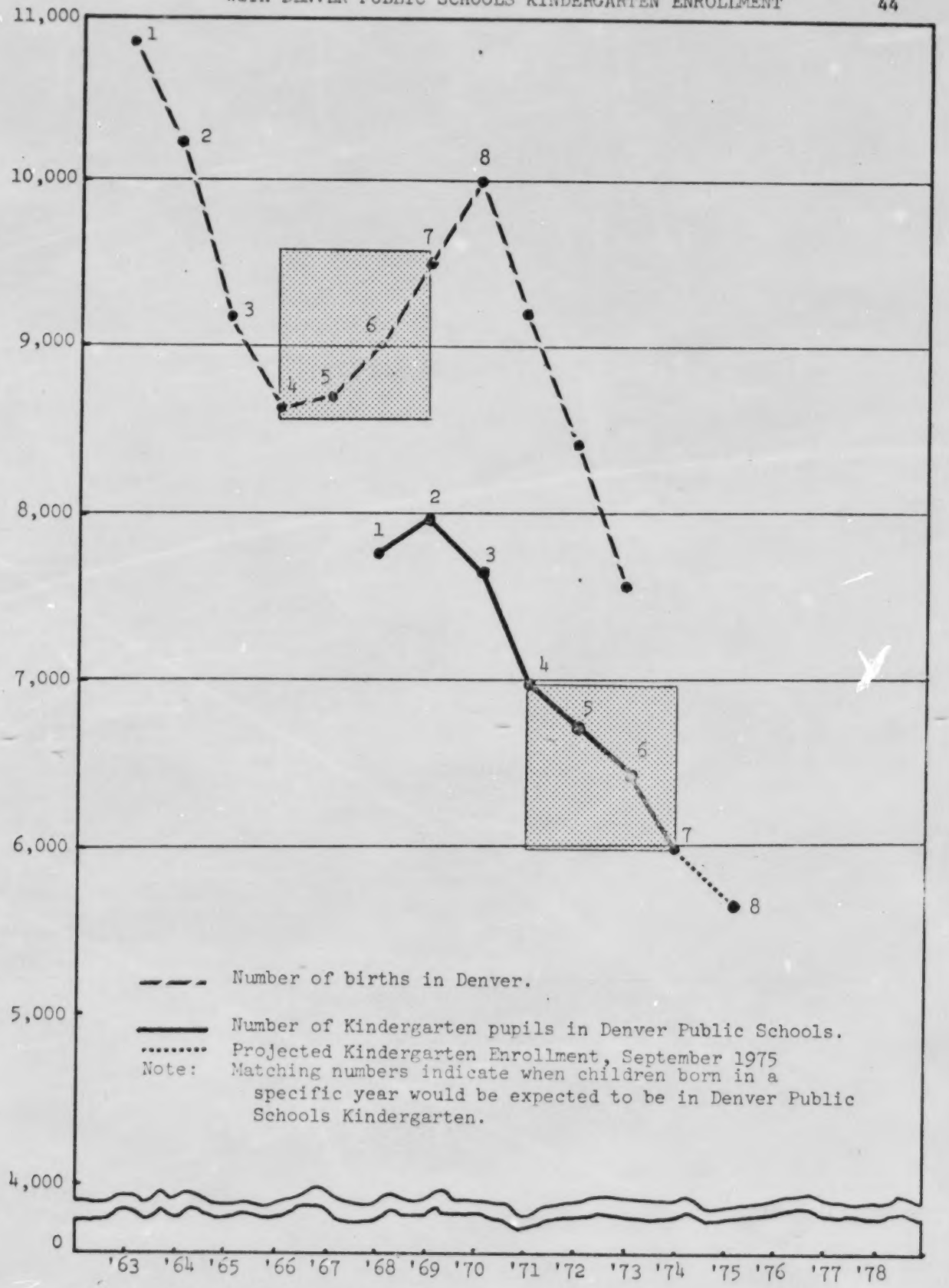
Figure 1

DENVER PUBLIC SCHOOLS
ELEMENTARY ENROLLMENT GRADES 1-6
September 1968 - September 1975 (Projected)



March 1975
Department of Education and Management Information Systems

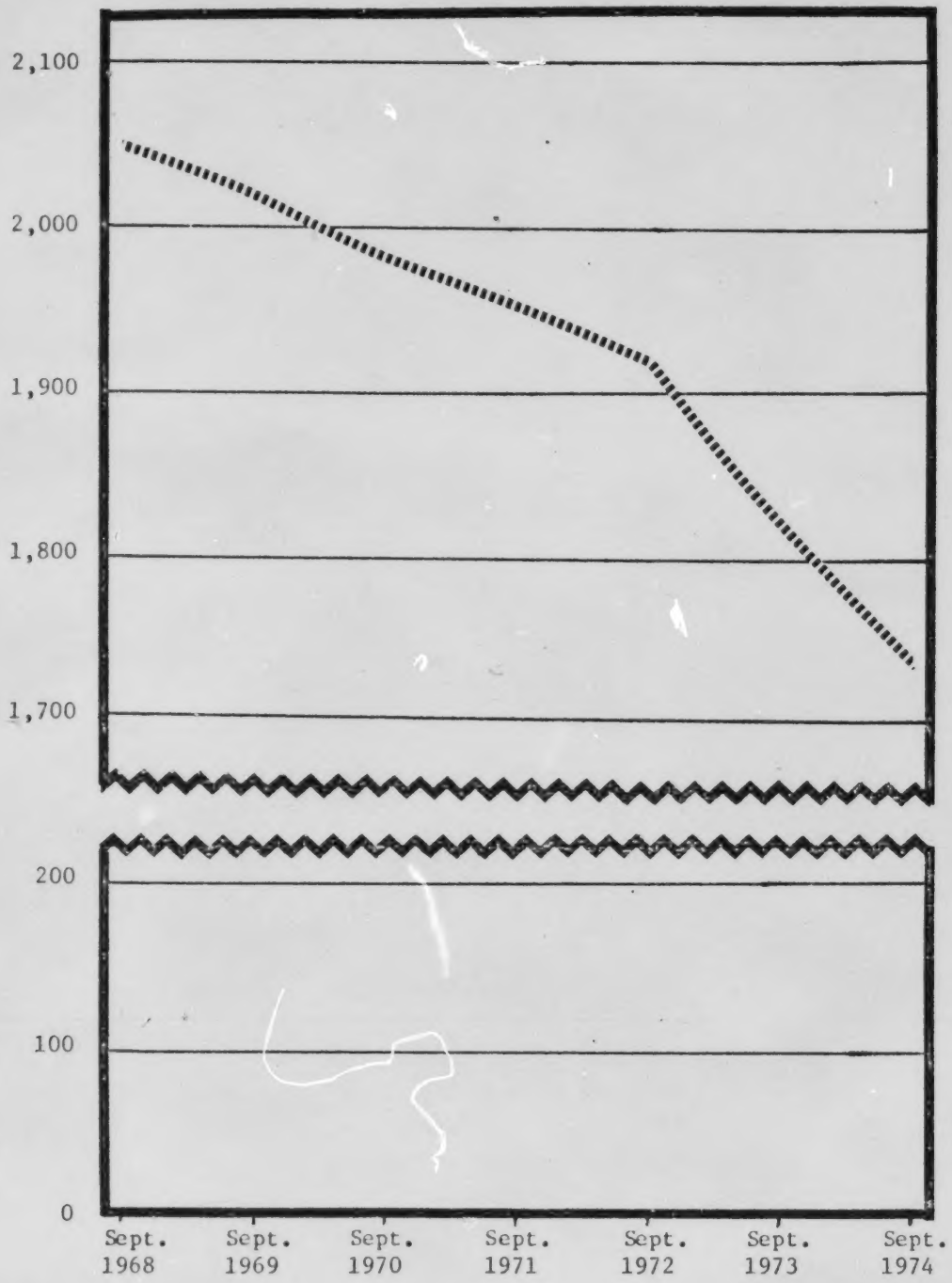
Figure 2 COMPARISON OF BIRTHS IN DENVER
WITH DENVER PUBLIC SCHOOLS KINDERGARTEN ENROLLMENT


11,000
10,000
9,000
8,000
7,000
6,000
5,000
4,000
0
NUMBER OF CHILDREN
'63 '64 '65 '66 '67 '68 '69 '70 '71 '72 '73 '74 '75 '76 '77 '78
Number of births in Denver.
Number of Kindergarten pupils in Denver Public Schools.
Projected Kindergarten Enrollment, September 1975
Note: Matching numbers indicate when children born in a specific year would be expected to be in Denver Public Schools Kindergarten.

Sources: Bureau of Vital Statistics
Denver Public Schools Membership Reports

Figure 3

DENVER PUBLIC SCHOOLS
NUMBER OF ELEMENTARY TEACHERS – GRADES K-6



March 1975
Department of Education and Management Information Systems

the entry of young teachers who have recently completed their professional requirements. The loss of this stimulation provided by the new teacher gives rise to the question regarding complacency among veteran teachers. The need for staff development has and will likely continue to be a priority with school principals who are providing effective supervision of instruction. With the slowdown in the rate of employment of new young teachers, it can be hypothesized that the need for renewal and redevelopment of other teachers will accelerate.

The observations of current teaching practices, discussion with teachers and administrators, and examination of evaluation data from previous inservices have been the basic rationale for designing this practicum around the staff development needs of both teachers and administrators in the Denver Public Schools.

The practitioner and the project coordinator are in agreement with the idea that the individual teacher is the key agent of education. Consequently, we have designed the content of the staff development curriculum around this and two other assumptions that are:

. *Given proper support and strength, the teacher's talents can achieve full expression.*

. *This talent is sufficient in the teachers and in the teaching profession to warrant extensive efforts to provide the resources of supervisory assistance.*

Further, teacher development is a legitimate and important function of supervision, since the basis of excellent schools is talented and secure teachers. Thus, concern for teacher welfare must, in the final analysis, be subordinated to concern for the pupil's welfare. Then it should follow that when an administrator adopts the point of view that the teacher is the key factor in the education process, he has implicitly acknowledged the significance of his personal relationship with the teacher. The administrator must avoid making this relationship a threat or burden rather than a basis for assistance for the teacher.

In order to have access to the appropriate school administrators, a basic requirement involving administrators was integrated into the total staff development scheme. This requirement was discussed by the practitioners and the project coordinator during the month of May 1975. Administrators seeing the overall value of the staff development project discussed the program with their respective faculties and registered their interests with the project office by June 6, 1975.

The initial clinical supervision session for administrators (Project CARE) was launched on September 23, 1975. Each session was developed around a two and one-half hour block of time. The sessions were duplicated each week allowing administrators the choice of attending on either Tuesday or Thursday afternoon. The invitation to participate in the activities was extended to all administrators assigned to the Division of Education having direct responsibilities in the area of instruction. The practitioner and the project staff were delighted with the response for the first administrative cycle.

EVALUATION DESIGN

Formative Evaluation of the Process

An evaluation form was administered directly following each daily session. Participants were asked to rate the activities in which they participated during the session. Participants were asked to add comments which would also provide specific suggestions, observations, and criticisms (Appendix G). The instrument allowed for a five-point rating scale, ranging from excellent or very high to poor or very low. Participants were asked to rate interest level, quality of instruction, meaningfulness of content, and value of the session to the participant as an educator.

An evaluation form covering the total two-week experience was administered on the final day of the cycle. In addition participants were asked to answer in writing the following question:

> *"What do you anticipate will be the effect on your teaching as a result of your participation in Project CARE?"*
> (Appendix H)

Summative Evaluation of the Product

The observation was procedure designed to obtain objective data on the basis of pre- and post-classroom observations of randomly selected teachers. The sample was constructed to include 30 elementary and 25 secondary teachers who participated in cycles 7, 8, 9, and 10 (Appendix I). The first data collection point was a ten-minute observation in the teacher's classroom prior to entry into the training program. The second observation was at the completion of the field assistance by instructors. The third and final data collection point will be fifteen weeks after training is completed. Observations will be made by instructors or outside observers not assigned to that training cycle.

During classroom observations, a rating on degree of individualization within the classroom was made on a district-

developed instrument to determine an individualization index. An increase in this index will be an indication of the extent to which instructional programs have been adapted to meet the needs of pupils (Appendix J).

The initial classroom observations of participants assigned to cycles 7 and 8 were completed to determine the level of the participants' skill and teaching behavior as measured according to the established objectives and goals of the staff development program. As stated previously in the observation procedure, the second observation will occur approximately one month after the selected participant returns to the classroom. For those selected participants in cycle 7, the second observation would occur during the week of March 15, 1976.

Although the expected outcomes from the summative portion of the evaluation design are speculative, this practitioner feels the impact of the staff development program is evident among participants who were engaged in the early training cycles. Further, the interest and enthusiasm which is now being generated by participants who have completed training is having a positive effect on other teachers and administrators. This interest is manifested by principals and teachers seeking opportunities to participate in training cycles scheduled later in this project year.

The practitioner and the project staff will continue to gather evaluation data measuring the effect of the staff development on the randomly selected participants who have participated in cycles 7, 8, 9, and 10.

Pupil Achievement

A third dimension of the evaluation design is the effect teacher participants have on their pupils in subsequent time. The practitioner and the project staff will complete plans for this activity during the summer of 1976.

Preliminary discussion with staff development participants was introduced to gain feelings and input for further refinement of the procedure. The following represents the initial plan for assessing pupil achievement.

- A five minute on-task off-task tally of pupil behavior will be taken prior to and following inservice instruction to determine the effect of inservice instruction on pupils. An increase in on-task pupil behavior will be a measure of improvement in appropriate educational planning for these pupils.

. *Schools not included during the first year of this program will be designated as control or comparison schools for purposes of assessing the effectiveness of the inservice program. Achievement data on pupils of trained teachers and a random sample of untrained teachers will be collected and compared during the school year following the first year of the program.*

ANALYSIS OF THE TEACHING CYCLES

Pilot Practice Training Cycle

A special training cycle under Project CARE was scheduled for special interest groups from September 29 through October 10, 1975. The participants were expected to remain at the staff development center for a period of ten full days.

Teachers assigned to the Program for Pupil Assistance (PPA) were invited to participate in this special training cycle. The PPA teacher group was selected for this activity because of their skills, knowledge, and experience in the areas of pupil management and improving instruction for pupils. It was agreed that PPA teachers would be able to analyze and be more critical of the project content, modeling, and instructional format (Table 2).

Elementary and Secondary Teacher Participation

The elementary and secondary teachers were assigned to separate cycles. The project staff instructors were able to discuss classroom experiences and give examples of teaching strategies related to the appropriate teaching level for the participants through this arrangement. The regular training cycles require the participant to be in attendance for eight and one-half consecutive days from 8:30 a.m. to 3:45 p.m. Four elementary and two secondary cycles have been completed for the period covered by this progress report (Tables 3 and 4).

Administrators - Clinical Supervision

The Clinical Supervision courses for administrators were designed to provide participants with the opportunity to learn the same curriculum presented to teachers. The major difference in the administrators' curriculum was the reduction of time for practice, and the individualization of assistance from the staff instructors. Administrators attended a series of ten weekly afternoon sessions. Each session was repeated during the week to allow flexibility and choice on the part of the participant. Additional content was presented to allow administrators to sharpen their skills in lesson observation, lesson analysis, and conferencing with teachers to help them continue professional growth (Table 5).

Table 2

PPA TEACHERS' CYCLE

Descriptive Adjectives Positive ..... Negative	Total Number of Responses	Percent of Response Positive	Neutral	Negative	Total
Presentation of Subject Matter					
. Exciting.....Dull	247	59.1%	32.8%	8.1%	100%
. Comprehensivel.....Confusing	253	68.3	19.0	12.7	100
. Organized.....Sloppy	250	77.6	16.4	6.0	100
. Insightful.....Superficial	238	69.8	25.2	5.0	100
. Refreshing style...Irritating	246	57.3	30.9	11.8	100
Content of the Inservice Session					
. Practical.....Useless	245	74.3	19.2	6.5	100
. New ideas....."Old hat"	256	64.1	25.4	10.5	100
. Beautiful ideas.....Repugnant	236	57.2	35.6	7.2	100
. Content rich.....Trivial	248	66.6	25.8	7.2	100
Overall Opinion of the Session					
Bravo!.....Boo!	234	67.5	23.1	9.4	100
Total, All Items	2,453	66.2%	25.3%	8.5%	100%

Twenty-nine teachers participated in the first inservice training cycle. Daily evaluations were collected throughout the ten days of the cycle. It is noted that the PPA teachers were told that they had been chosen as the pilot group for all subsequent inservice cycles. They were asked to be particularly critical, so that improvements could be made in presentation and in content. Positive responses to each item in the survey varied from 57.2 percent to 77.6 percent of the respondents.

Table 3

ELEMENTARY TEACHERS' CYCLES

Descriptive Adjectives Positive ..... Negative	Total Number of Responses	Percent of Response Positive	Neutral	Negative	Total
Presentation of Subject Matter					
. Exciting.....Dull	125	89.6%	8.8%	1.6%	100%
. Comprehensible.....Confusing	127	92.1	6.3	1.6	100
. Organized.....Sloppy	125	98.4	1.6	0.0	100
. Insightful.....Superficial	122	93.5	5.7	0.8	100
. Refreshing style..Irritating	121	91.7	7.5	0.8	100
Content of the Inservice Session					
. Practical.....Useless	126	96.0	3.2	0.8	100
. New ideas....."Old hat"	123	87.8	11.4	0.8	100
. Beautiful ideas....Repugnant	125	86.4	12.0	1.6	100
. Content rich.....Trivial	124	95.2	4.8	0.0	100
Overall Opinion of the Session					
Bravo!.....Boo!	125	96.0	4.0	0.0	100
Totals, All Items	1,152	92.7%	6.5%	0.8%	100%

One hundred twenty-five teachers, K-6, have participated to date. The evaluations were completed by participants at the end of each of four elementary cycles.

Table 4

SECONDARY TEACHERS' CYCLES

Descriptive Adjectives Positive ..... Negative	Total Number of Responses	Percent of Responses Positive	Neutral	Negative	Total
Presentation of Subject Matter					
. Exciting.....Dull	49	89.8%	10.2%	0.0%	100%
. Comprehensible.....Confusing	49	98.0	2.0	0.0	100
. Organized.....Sloppy	49	100.0	0.0	0.0	100
. Insightful.....Superficial	48	95.8	2.1	2.1	100
. Refreshing style...Irritating	48	89.6	4.2	6.2	100
Content of the Inservice Session					
. Practical.....Useless	48	93.8	6.2	0.0	100
. New ideas....."Old hat"	49	85.7	14.3	0.0	100
. Beautiful ideas.....Repugnant	49	87.8	12.2	0.0	100
. Content rich.....Trivial	49	98.0	2.0	0.0	100
Overall Opinion of the Session					
Bravo!.....Boo!	48	93.8	4.2	2.0	100
Totals, All Items	486	93.2%	5.8%	1.0%	100%

Forty-nine secondary teachers have participated to date. The evlauations were completed by participants at the end of each of two secondary cycles.

Table 5

ADMINISTRATORS' LESSONS

Descriptive Adjectives Positive ..... Negative	Total Number of Responses	Percent of Responses Positive	Neutral	Negative	Total
Presentation of Subject Matter					
. Exciting.....Dull	455	66.6%	27.3%	6.1%	100%
. Comprehensible.....Confusing	470	83.2	13.2	3.6	100
. Organized.....Sloppy	462	92.6	6.3	1.1	100
. Insightful.....Superficial	454	84.1	12.1	3.8	100
. Refreshing style...Irritating	432	71.3	23.1	5.6	100
Content of the Inservice Session					
. Practical.....Useless	461	86.8	11.0	2.2	100
. New ideas....."Old hat"	453	77.0	17.9	5.1	100
. Beautiful ideas.....Repugnant	426	68.6	27.2	4.2	100
. Content rich.....Trivial	433	80.6	16.4	3.0	100
Overall Opinion of the Session					
Bravo!.....Boo!	387	78.3	17.8	3.9	100
Totals, All Items	4,433	79.1%	17.1%	3.8%	100%

One hundred fifty-six administrators have completed, or are completing, one of the two Clinical Supervision courses. Daily evaluations were collected throughout the ten lessons of the course.

Description of Instrument

The first part of the instrument administered to all participants was a modification of the Osgood Semantic Differential Attitude Inventory. This type of instrument is designed to measure attitudes toward specific statements or concepts. On a five-point scale, responses are marked according to bipolar adjectives that are descriptive of the statement or concept. The three sections of this part of the instrument were:

1. Presentation of subject matter
2. Content of the inservice session
3. Overall opinion of the session.

Summarization of the Analysis of the Teaching Cycles

Elementary Teachers - A total of 1,152 elementary teacher responses were recorded and analyzed with a positive reaction from 92.7%, a neutral position from 6.5%, while 0.8% responded negatively to the presentation of subject matter and the content of the staff development program.

Secondary Teachers - Four hundred eighty-six responses were reported and analyzed from secondary teachers who participated in the two cycles. Of this group, 93.2% reacted positively,

5.8% remained neutral, and 1.0% indicated a negative reaction to the total experience in the staff development program.

Administrators - The first clinical supervision workshop for administrators provided a total of 4,433 responses, 79.1% of the participants were positive, 17.1% reacted in a neutral manner, and 3.8% of the administrators gave negative reactions to the total workshop experience.

A complete summarization of comments both supportive and suggestive from each group of participants has been prepared and is reported in Appendix K.

SUMMARY

The primary purpose of this practicum was to design and implement a staff development program (Project CARE) to assist teachers and administrators in acquiring instructional and classroom management skills leading to excellence in education for pupils in the regular classroom. The program was designed to:

a. *Demonstrate and model the techniques to be learned by participants during inservice instruction.*

b. *Provide for supervised practice in the participant's classroom to maximize the probability that the techniques will be applied.*

c. *Arrange for ongoing monitoring of the participant's classroom performance to assure continued use of the techniques by providing building administrators with additional skills necessary for effective monitoring.*

The project instructional staff was trained by national consultants who utilized lectures, demonstrations, discussions, multi-level and multi-sensory learning centers, simulation, problem solving, inservice application of concepts, supervised classroom practice, and self-instructional packages as

instructional methodology. Materials utilized included district-prepared self-instructional packages, games, videotapes, and audiovisual-equipped learning centers. Evaluation procedures included competency checks of knowledge of inservice content and classroom observation of increased competency in application of skills in the classroom. During the second year of the program, pupil achievement will be compared in classrooms of participating versus nonparticipating teachers.

The evaluation measures reported here were applied only to the beginning cycles of the groups scheduled for staff development which included:

- Program for Pupil Assistance (PPA) Teachers
- Administrators-Clinical Supervision (September 23 or 25 through December 1 or 5, 1975)
- Teachers - Elementary Cycles 1, 3, 5
  Secondary Cycles 2, 4

Consequently, the danger of over-interpreting the results is very real. Even so, the data resulting from the evaluation of the staff development process suggest that participants were positively effected by the training received in the staff development project.

The gathering of objective data measuring the change of the product (teachers) will by design take place during the ensuing weeks of the project year.

Further, during the 1976-1977 school year a five-minute on-task off-task tally of pupil behavior will be taken prior to and following inservice instruction to determine the effect of inservice instruction on pupils. An increase in on-task pupil behavior will be a measure of improvement in appropriate educational planning for these pupils.

Schools not included during the first year of this program will be designated as control or comparison schools for purposes of assessing the effectiveness of the inservice program. Achievement data on pupils of participating teachers and a random sample of nonparticipating teachers will be collected and compared during the school year following the first year of the program.

CONCLUSIONS

After reviewing the findings of this practicum, the following conclusions were made:

1. The principal goal of this practicum was fulfilled; and, based on the preliminary evaluation cited in this report,

plans for continuation and expansion of the staff development project for 1976-1977 are being developed by the Division of Education through the leadership of the practitioner.

2. The hypothetical proposition that the quality of instructional and classroom management skills of teachers can be positively effected is well founded and demonstrated in this project.

3. It is possible to design and implement a staff development for teachers which can be tailored to meet the needs of the individual participant.

4. Many teachers working in urban classroom settings are severely in need of assistance in strengthening teaching and pupil management strategies.

5. Inexperienced and veteran teachers report that the curriculum and learning experiences provided in this staff development project are acutely deficient in curriculum offered by teacher preparation institutions across the country.

6. A strong support system of assistance and accountability for both teachers and administrators is imperative if the gains manifested through the staff development are to be advanced and sustained.

7. The vast majority of teachers will accept assistance and seriously engage in activities which are designed to improve their skills, knowledge, and understanding of learning and teaching.

8. The optimal time during the school year to inservice teachers appears to be during the academic day when regular assignments can be covered by substitute teachers.

RECOMMENDATIONS

1. Provide a strong continuing support system to maintain and advance the gains made from staff development activities by individual teachers and administrators.

2. Give special attention to the role needs of building administrators so that the supervision of instruction becomes the highest operational priority of each day.

3. Recognize and react accordingly to the realization that teachers are the chief agents of instruction.

THE DENVER PUBLIC SCHOOLS COMMITMENT

TO THE CONTINUATION OF "PROJECT CARE" - 1976-1977

Competition for dollars in an urban school district is keen because of the heavy demands made on the budget to provide special programs and additional services for pupils demonstrating special educational needs. A natural association with a declining school population is fewer operational dollars. Unfortunately, urban school districts are too often unable to reduce operational expenditures proportionally with the population decline and this syndrome results in extraordinary demands on the available dollars.

The Associate Superintendent for the Division of Education directed the practitioner and project coordinator to search for federal monies which would sustain and/or possibly expand the staff development activities reported in this practicum.

The practitioner and the project coordinator with assistance from the Project CARE instructional staff have developed three program proposals requesting $514,200 in federal funds to continue and expand Project CARE during the 1976-1977 school year.

The first proposal seeks funds from the Emergency School Aid Act (Pilot Grant). These federal funds are available to assist school districts involved with school desegregation activities.

This program proposal will, when approved by the Office of Health, Education, and Welfare, provide $450,000. The program is essentially identical to the content of this practicum. The major difference is the required addition of providing teachers with training experiences leading to improved human relation skills and greater cultural awareness. This proposal has been approved by the Board of Education and is pending action at the federal level.

The other two program proposals have been developed in a design allowing one to support the other as outlined below. Both proposals seek federal funds from the Elementary and Secondary Education Act of 1964 - Title IV, Parts B and C.

The funds from these proposals will provide the practitioner and the project coordinator with the fiscal ability to develop a program thrust aimed at accomplishing the following goals:

Title IV, Part B $23,000

A Program to Establish a Teacher Resource Service of Instructional Materials, Equipment, Teaching Resources, and Workshops to Assist Selected Teachers in Individualizing Instruction to Meet Student Needs

Program Goals -

1. To establish a Teacher Resource Service for loan of equipment and high-interest, motivating materials for the basic

academic subject areas which will assist teachers in reinforcing, supplementing, and extending the classroom instruction for students.

2. To provide teachers with the knowledge, methods, and techniques necessary to effectively use these materials in custom-tailoring classroom instruction to the learning needs of individual students.
3. To furnish the resources needed to institute the concept of learning to a level of mastery as the primary instructional goal within classrooms of teachers participating in a related ESEA, Title IV, Part C, Mastery Learning Program.

Title IV, Part C $41,200

Mastery Learning Through Involved Educational Leadership and Precision Instruction

Program Goals -

1. To improve the academic achievement of all students within participating schools through school-wide implementation of the concept of Learning to Mastery.
2. To develop involved instructional leadership within participating schools as the impetus for increased educational opportunities and improved achievement of students.

3. To increase the precision of the teaching act by extensive reeducation of teachers as a means to improve instructional quality and reduce the time students need in order to learn.
4. To create awareness among teachers and administrators that personal-social skills affecting the learning process can be taught just as cognitive skills are taught.

The Title IV program proposals will be presented to the Board of Education for action at the regularly scheduled meeting of April 29, 1976. The practitioner anticipates a positive acceptance of the proposal by the Board of Education.

In summary, the intended results of the thrust from the three staff development proposals for 1976-1977 will satisfy the conclusions and recommendations of this practicum reported on pages 62, 63, and 64.

APPENDIX A

PROJECT

1975-1976

Participant_____

APPENDIX B

DENVER PUBLIC SCHOOLS

STAFF DEVELOPMENT RESOURCE PERSON - INSERVICE PROGRAM, K-12
DEPARTMENT OF ELEMENTARY EDUCATION

Function

The Staff development resource person is responsible to the Department of Elementary Education. The teacher will have responsibility for assisting in planning and implementing a new staff development inservice education program for kindergarten through twelfth grade classroom teachers and administrative personnel. This program is for one year only, subject to continued funding of the program.

Typical Duties

1. Prepares and presents information about the inservice program to elementary, junior high, and senior high principals, faculties, and administrative staff.

2. Participates in, coordinates, and shares responsibility for the training of an elementary and a secondary instructional team.

3. Prepares the curriculum, physical environment, and training materials to be used in the inservice program, with the assistance of the program coordinator and other training team personnel.

4. Schedules and shares in planning and conducting on-going inservice training sessions and provides assistance to classroom teachers as they implement inservice concepts in their classroom.

5. Contacts and schedules resources, both human and material, as needed.

6. Serves as a resource consultant to schools in working with instructional problems.

7. Becomes familiar with techniques of individualized instruction and positive reinforcement concepts and assists teachers in planning materials and techniques necessary for implementing individualized instruction in the classroom.

8. Assists in planning for total program evaluation and writing evaluation and other reports required by the State Department of Education.

9. Consults with the State Department of Education on inservice training proposals, plans, and evaluation.

10. Assists in maintaining on-going records and correspondence necessary for the program.

11. Assists in other related duties as assigned.

Position Characteristics

1. Recruited by: Executive Director of Personnel Services
   Assistant Superintendents of Elementary and Secondary Education

2. Required Education: Master's Degree preferred, must have State approved certification for teaching in the elementary and/or secondary schools. Special education certification would be helpful but is not required. Course work leading to familiarity with concepts related to motivation, learning, retention, reinforcement theories, individualized instruction, task analysis, and sequencing of skills and materials to facilitate learning. If applicant has had no formal training in these areas, willingness to become familiar with them will be adequate.

3. Desired Experience: Should have experience in classroom teaching at either the elementary and/or secondary levels. Previous experience in planning and conducting inservice programs and consulting with teachers and others on learning problems, preparation of written reports and program proposals would be particularly helpful.

4. Personal Traits: Should have ability to work cooperatively with other personnel in planning and executing training programs.

   Should be able to form positive, effective working relationships with State Department of Education personnel, administrative and supervisory personnel, regular and special education classroom teachers, and ancillary service personnel.

   Should have an interest in and the ability to organize programs and train teachers in use of specialized techniques.

   Should be skilled in effective oral and written communication, with ability to transmit ideas and enthusiasm so as to form cohesive training teams capable of working with regular classroom teachers.

   Should have the ability to take directions as well as to take initiative for executing duties and be creative in implementing new ideas.

   Should learn to work with teachers with tact as they learn to apply concepts in their classrooms.

   Should have the creativity to structure a classroom that is an exciting place of learning.

   Should have the ability and willingness to master new techniques of teaching and classroom management.

1164

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APPENDIX C

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To All Principals

From Walter B. Oliver and Ladell M. Thomas

Date May 22, 1975

Subject 1975-76 Staff Development Inservice Program - Project CARE

The Handicapped Children's Educational Act (HB 1164) inservice program has been completely redesigned for the 1975-76 school year as we continue to work with teachers in developing instructional excellence in meeting the needs of all children. The program will be designated as Project CARE - Commitment and Responsive Education.

The proposed inservice program was briefly outlined for you at recent principal meetings. It encompasses elements of a staff development program for classroom teachers and administrators modeled by the Upland, California inservice training team during the HB 1164 administrator's course this year and an effective teacher training program being used in Texas, Georgia, and Florida. A description of the program is attached.

As we discussed, we would like to have some indication of interest for building participation in this program prior to the close of the school year so planning may continue during the summer. If you feel your faculty and staff might wish to become involved next year, please call Dorothy Major or Linda Escobedo, 892-1014, to indicate your interest initially. Also, please complete the attached form and return it to Dorothy Major, Irving Street Center by June 6.

Please call the above number if you have any questions.

Attachment

WLO/LMT:ss

pc: Dr. Rosebo L. Davidson
Dr. James M. O'Hara
Mr. Frank E. Roberts
Mr. Orville D. Turner
Mr. Manuel Andrade
Mr. Charles F. Croley
Mr. George Morrison, Jr.
Mr. Theodore R. White
Mr. Lawrence P. Cerna
Dr. Dorothy M. Major
Mrs. Linda L. Escobedo

Use this sheet and secure one subject copy

DENVER PUBLIC SCHOOLS
Division of Education

Project CARE

_____ may be interested in participating in the 1975-76
(school)
Staff Development Inservice Program, Project CARE.

1. Please list all of the administrators who are likely to be involved in the training and on-going monitoring of the program in your school.

Name	Position

Comment optional:

2. Did time permit you to discuss project participation with your faculty or key members of your faculty? Yes_____ No_____
Comment optional:

3. Do you feel you will be able to identify a team of teachers as defined in the program description to participate? Yes_____ No_____
Comment optional:

4. Please identify a summer contact person and his address and telephone number.

Name	Address	Telephone Number

_____
Principal's Signature

DEADLINES:

Telephone initial interest prior to June 6 at 892-1014.
Please send this form to Dr. Dorothy Major, Irving Street Center, by June 6.

Approved:
Mr. Walter D. Oliver
Mr. Ladell M. Thomas

DPS
CARE
5/22/75
ss

DENVER PUBLIC SCHOOLS
Division of Education

Commitment and Responsive Education - Project CARE

The CARE inservice program is designed to assist teachers in acquiring instructional and classroom management skills leading to excellence in education for all students. The program will: a) demonstrate and model the techniques to be learned by participants during inservice instruction; b) provide for supervised practice in the participant's classroom to maximize the probability that the techniques will be applied; and, c) arrange for ongoing monitoring of the participant's classroom performance to assure continued use of the techniques by providing building administrators with additional skills necessary for effective monitoring. The DPS program has been developed from elements of successful inservice programs in use in California, Georgia, Texas, and Florida.

The content of this staff development program will include:

- demonstration of and experience with various classroom organization and management systems ranging from modified group instruction to completely individualized systems as a means of meeting student needs.

- demonstration of and experience with the use of learning centers as a means of providing multi-level and multi-sensory instructional materials and resources to meet student needs.

- presentation of instructional techniques based upon the practical application of learning theory in the classroom. The proposed inservice content would encompass the following age-level-free, content-free, method-free, and ethnic-free concepts and techniques:

1. Skills to Maximize Learning

   Making reinforcement work for you
   Increasing student motivation
   Improving retention of information
   Teaching to facilitate transfer of information
   Increasing the rate and degree of learning

2. Lesson Planning Skills

   Teaching in a straight line toward specific objectives
   Logical sequencing of skills to be taught
   Determining student learning needs
   Adapting instruction to student needs
   Monitoring and adjusting instruction
   Cognitive skills development

3. Individualizing for Student Needs

   Teaching for transference
   Grouping for effective instruction
   Individualizing based on learning environment, learning style, rate of learning, and content
   Effective responses to the need for instruction
   Measuring the effect of instruction

Commitment and Responsive Education - Project CARE - 2

4. Classroom Management Skills

Developing a behavioral change strategy
Problem solving
Use of signals and cuing
Effective use of classroom time
Organization for instruction
Direction giving techniques
Affective skill development

The program is built on concepts essential to the improvement of instruction and classroom management for the regular classroom. The program will demonstrate eight different management systems ranging from a system void of provisions for individual differences to a system which is totally individualized to meet student needs through the use of learning centers. Teachers will experience a broad spectrum of instructional and management techniques from which they can adopt systems and techniques to fit their own teaching style and personality.

Program in Action

A long range goal of the Division of Education is to provide all instructional personnel the opportunity to participate in an indepth staff development program. During the first year of the program, a random selection of schools expressing interest in the program will be offered the opportunity to participate. If schools wish to be involved, as many administrative personnel as can be made available will be trained for in-building monitoring of the program.

Instructional cycles for teachers will begin about October 15, 1975 and will continue monthly thereafter for each succeeding cycle. Each cycle will be four weeks in duration, the first two in the CARE Instructional Center and the last two in the participant's own classroom. Substitutes will be provided to release teachers during the first two weeks. We will be working with the substitute teacher office to identify a cadre of competent substitutes.

Instruction in the basic skills and content of the program and preparation for using these skills in the classroom will require two weeks. Following the instructional period, teachers will return to their classrooms to practice the newly acquired skills. Inservice instructors will assist participating teachers in implementing the skills in their own classroom by supervising practice and problem solving with teachers for the second two weeks. Following the supervised practice period when the instructor's assistance, in-building administrators will take over the on-going monitoring of teachers as they continue to practice the skills. Consultation with building administrators will be provided by the inservice instructional staff upon request.

Participating schools will be asked to identify teams of teachers to be trained. One or two teachers from each grade K-6 in the elementary schools and one or two teachers from each of the content areas of mathematics, social studies, English, reading, foreign language, and science in the secondary schools will comprise a team. These teachers will serve as a nucleus within participating schools to encourage other teachers to participate at a later time and to establish model classrooms to demonstrate the practicality of the skills. The size of teams to

represent participating schools may be negotiated with the program coordinator if the above specified numbers create hardships in small schools. Of necessity, however, negotiations will also need to consider effective utilization of the inservice instructional staff in providing in-building assistance to the participants and administrators.

Administrators to be trained will be provided some options for completion of the inservice instruction. A total of approximately seven inservice days will be needed for mastery of the inservice skills and content presented to teachers. The actual time required will vary for individuals depending on the degree of previous mastery of the skills. These may be completed with any of the following options:

a. three day workshop in August or September, eight half-day workshops during September, October, and November

b. three day workshop in August or September and four half-day workshops during September, October, and November, plus completion of the remaining instructional content by use of individualized instruction units in the CARE Instructional Center or by demonstrating evidence of prior mastery of the inservice content. When participating administrators have been identified, they will be asked to help plan the workshop schedule.

In addition to the above workshops, a series of three or four two-hour meetings will be needed to train administrators in the skills of lesson analysis, observation as it applies to lesson analysis, and teacher-administrator follow-up conferences. Other one-hour training meetings will be held as needed or requested by the administrators.

Once participating schools are identified, members of the faculty who wish to participate will be asked to submit a brief request to participate stating their reasons for applying and declaring a willingness and commitment to implement the skills taught in the program within their classrooms. This selection procedure is designed to maximize the possibility of change in educational practice and establishment of demonstration classrooms for the school during this first year of the program. Final selection of teachers to be included will be made jointly by the principal and the program coordinator.

Evaluation of the project will require that a random selection of participating teachers will be videotaped or observed teaching a 30-minute lesson prior to training, following the training, and approximately three months later. Teachers also need to clearly understand that instructors and administrators will periodically observe lessons at prearranged times and hold conferences following the lessons to provide the teachers with feedback on their implementation of the new skills.

There must also be a commitment on the part of administrators in the participating schools that as many of the administrative staff as possible will complete both the same inservice course of study given to teachers and the lesson analysis training sessions described above. Administrators will also be asked to commit sufficient time to do lesson analysis observations and follow-up conferences with each trained teacher periodically to assure the on-going monitoring of the program.

Approved:

Mr. Walter F. Oliver

Mr. Ludeis M. Thomas

DLS
CARE

APPENDIX D

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To Elementary Administrators Participating in CARE Project

From Dorothy M. Major

Date August 20, 1975

Subject Administrative Clinical Supervision Inservice (Project CARE)

This memo is being sent to all administrators whose name was submitted as a possible participant in Project CARE. As earlier communications have indicated, it is necessary that one or more administrators from each participating school receive training in the methods and techniques being presented to teachers and in the use of the Instructional Improvement Instrument. The latter is the instrument which you will use as you monitor teacher implementation of the skills being taught by the Project staff.

The present schedule has been designed to provide as much flexibility in the training sessions as possible. Two series of meetings are projected; each participating administrator will attend one series. If you plan to request that your school participate during teacher cycle 1-6, please plan to attend the first series of administrative meetings beginning the latter part of September. If you plan to request that your school participate in any of the last seven teacher cycles, plan to attend the series beginning in January. In this way, administrators will be prepared to supervise the program by the time their teachers have completed work with the CARE instructional staff.

All of the ten lessons in each administrative series will be presented twice to allow for weekly attendance flexibility. You may attend on the day of your choice each week. Because the skills being taught are sequential in nature, consistent attendance is important. If you have conflicts during any given week and are unable to attend either weekly session, we will try to make special arrangements for make-up sessions.

To assist our planning, would you please give an indication of your anticipated Project CARE attendance? Please return the attached form to me at the address indicated on the form. A description of the project has been sent to all principals.

If you have questions or concerns, call me at 892-1014. I would appreciate it if you would talk to other administrators in your building and submit their names if they are interested.

DMM/ss

Approved: Mr. Frank E. Roberts

Att.

pc Mr. Walter B. Oliver
Mr. Ladell M. Thomas
Mr. Manuel Andrade
Mr. Orville Turner
Mr. Charles F. Croley
Mr. George Morrison
Mr. Lawrence P. Corsa
Dr. James M. O'Hara
Mr. Theodore E. White

89

Use this sheet to discuss one subject only.

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To Secondary Administrators Participating in CARE Project

From Dorothy M. Major

Date August 20, 1975

Subject Administrative Clinical Supervision Inservice (Project CARE)

This memo is being sent to all administrators whose name was submitted as a possible participant in Project CARE. As earlier communications have indicated, it is necessary that one or more administrators from each participating school receive training in the methods and techniques being presented to teachers and in the use of the Instructional Improvement Instrument. The latter is the instrument which you will use as you monitor teacher implementation of the skills being taught by the Project staff.

The present schedule has been designed to provide as much flexibility in the training sessions as possible. Two series of meetings are projected; each participating administrator will attend one series. If your school is scheduled to attend the center during the first six teacher cycles, you should plan to attend the first series of administrative meetings beginning the latter part of September. If your school is scheduled to attend any of the last seven teacher cycles, plan to attend the series beginning in January. In this way, administrators will be prepared to supervise the program by the time their teachers have completed work with the CARE instructional staff.

All of the ten lessons in each administrative series will be presented twice to allow for weekly attendance flexibility. You may attend on the day of your choice each week. Because the skills being taught are sequential in nature, consistent attendance is important. If you have conflicts during any given week and are unable to attend either weekly session, we will try to make special arrangements for make-up sessions.

To assist our planning, would you please give an indication of your anticipated Project CARE attendance? Please return the attached form to me at the address indicated on the form. A description of the project has been sent to all principals.

If you have questions or concerns, call me at 892-1014. I would appreciate it if you would talk to other administrators in your building and submit their names if they are interested.

DMM/ss

Approved: Mr. Frank E. Roberts

Att.

pc Mr. Walter B. Oliver
Mr. Ladell M. Thomas
Mr. Manuel Andrade
Mr. Orville Turner
Mr. Charles F. Croley
Mr. George Morrison
Mr. Lawrence P. Corsa
Dr. James M. O'Hara
Mr. Theodore E. White

Use this sheet to discuss one subject only.

PROJECT CARE
Room 1, Irving Street Center
ADMINISTRATOR INSERVICE

Please check one:

I plan to attend the following Project CARE Administrative Inservice Series.

☐ Series 1 - Sept. 23 or 25 through Dec. 1 or 5

☐ Series 2 - Jan. 6 or 8 through March 8 or 12

Please check one of the following after examining the attached schedule. You will not be bound by this selection. It is for pre-planning estimates only!

☐ I am most likely to attend those weekly lessons to be held on Mondays or Tuesdays.

☐ I am most likely to attend those weekly lessons to be held on Thursdays and Fridays.

☐ My attendance will most likely fluctuate from week to week.

Signature_____

School_____

Return to Dorothy Major at the above address by September 15.

8/75

SCHEDULE OF MEETINGS FOR
ADMINISTRATOR INSERVICE - PROJECT CARE
Department of Elementary Education
Dr. Dorothy M. Major - Inservice Coordinator

Date	Place	Time		Date	Place	Time	Purpose
Tues. Sept. 23	Irving St. Rm 101	1:30	or	Thurs. Sept. 25	Irving St. Rm 105	1:30	Lesson 1
Tues. Sept. 30	Irving St. Rm 101	1:30	or	Mon. Oct. 6	Irving St. Rm 105	1:30	Lesson 2
Tues. Oct. 7	Irving St. Rm 105	1:30	or	Thurs. Oct. 9	Irving St. Rm 105	1:30	Lesson 3
Thurs. Oct. 16	Irving St. Rm 105	1:30	or	Friday Oct. 17	Irving St. Rm 105	1:30	Lesson 4
Mon. Oct. 20	Irving St. Rm 105	1:30	or	Friday Oct. 24	Irving St. Rm 105	1:30	Lesson 5
Tues. Oct. 28	Irving St. Rm 105	1:30	or	Thurs. Oct. 30	Irving St. Rm 105	1:30	Lesson 6
Tues. Nov. 4	Irving St. Rm 105	1:30	or	Thurs. Nov. 6	Irving St. Rm 105	1:30	Lesson 7
Mon. Nov. 10	Irving St. Rm 105	1:30	or	Thurs. Nov. 13	Irving St. Rm 105	1:30	Lesson 8
Tues. Nov. 18	Irving St. Rm 105	1:30	or	Thurs. Nov. 20	Irving St. Rm 105	1:30	Lesson 9
Mon. Dec. 1	Irving St. Rm 105	1:30	or	Friday Dec. 5	Irving St. Rm 105	1:30	Lesson 10
Tues. Jan. 6	Irving St. Rm 105	1:30	or	Thurs. Jan. 8	Irving St. Rm 105	1:30	Lesson 1
Tues. Jan. 13	Irving St. Rm 103	1:30	or	Thurs. Jan. 15	Irving St. Rm 105	1:30	Lesson 2
Tues. Jan. 20	Irving St. Rm 105	1:30	or	Thurs. Jan. 22	Irving St. Rm 105	1:30	Lesson 3
Tues. Jan. 27	Irving St. Rm 105	1:30	or	Thurs. Jan. 29	Irving St. Rm 105	1:30	Lesson 4
Tues. Feb. 3	Irving St. Rm 105	1:30	or	Thurs. Feb. 5	Irving St. Rm 105	1:30	Lesson 5
Tues. Feb. 10	Irving St. Rm 101	1:30	or	Thurs. Feb. 12	Irving St. Rm 105	1:30	Lesson 6
Tues. Feb. 17	Irving St. Rm 105	1:30	or	Thurs. Feb. 19	Irving St. Rm 105	1:30	Lesson 7
Tues. Feb. 24	Irving St. Rm 105	1:30	or	Thurs. Feb. 26	Irving St. Rm 105	1:30	Lesson 8
Tues. March 2	Irving St. Rm 105	1:30	or	Thurs. March 4	Irving St. Rm 105	1:30	Lesson 9
Mon. March 8	Irving St. Rm 105	1:30	or	Friday March 12	Irving St. Rm 105	1:30	Lesson 10

All meetings will last until either 4:00 or 4:30.

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To Division of Education Administrators

From Frank E. Roberts

Date August 28, 1975

Subject Administrative Clinical Supervision Inservice (First Series)

A limited number of applications for the administrative inservice sessions scheduled for Project CARE are now being taken. In order to accomodate administrators involved in the 1975-76 Project CARE program, alternate days for each inservice session were scheduled. This scheduling arrangement has opened a limited number of additional spots for participation.

We would like to invite you to attend the Project CARE administrative sessions. Your involvement is not contingent on faculty participation in the 1975-76 Project CARE program as some schools are not yet ready to be involved. Sessions are designed to provide administrators with training in the methods and techniques being presented to Project CARE teachers and in the use of the Instructional Improvement Instrument. The latter is the instrument which principals will use as they monitor teacher implementation of the skills being taught by the Project staff. Your involvement now may help your faculty better assess future involvement in Project CARE.

A schedule of meetings for administrator inservice is attached. The present schedule has been designed to provide as much flexivility in the training sessions as possible. Two series of meetings are projected; each participating administrator will attend one series. The first series begins September 23 or 25 and the second begins January 6 or 8. Administrators participating in Project CARE will be given preference in the series assignment for meetings.

All of the ten lessons in each administrative series will be presented twice to allow for weekly attendance flexibility. You may attend on the day of your choice each week. Because the skills being taught are sequential in nature, consistent attendance is important. If you have conflicts during any given week and are unable to attend either weekly session, we will try to make special arrangements for make-up sessions.

An application for Project CARE administrator meetings is attached. Please return or call no later than September 15. Applications will

Use this sheet to discuss one subject only.

DENVER SCHOOL PRESS

be accepted on a first come, first serve basis. For your information we have also attached a general description of the Project CARE program.

If you have any questions or concerns, call Dorothy M. Major at 892-1014. We would appreciate it if you would talk to other administrators in your building and submit their names if they are interested.

DMM/LLE:fdb

Approved: Dr. Roscoe L. Davidson

Att: 3

pc. Mr. Walter B. Oliver
Dr. James M. O'Hara
Mr. Theodore R. White
Mr. Ladell M. Thomas

PROJECT CARE
Room 1, Irving Street Center
ADMINISTRATOR INSERVICE

Please check one:

I plan to attend the following Project CARE Administrative Inservice Series.

☐ Series 1 - Sept. 23 or 25 through Dec. 1 or 5

☐ Series 2 - Jan. 6 or 8 through March 8 or 12

Please check one of the following after examining the attached schedule. You will not be bound by this selection. It is for pre-planning estimates only!

☐ I am most likely to attend those weekly lessons to be held on Mondays or Tuesdays.

☐ I am most likely to attend those weekly lessons to be held on Thursdays and Fridays.

☐ My attendance will most likely fluctuate from week to week.

Signature_____

School_____

Return to Dorothy Major at the above address by September 15.

8/75

SCHEDULE OF MEETINGS FOR
ADMINISTRATOR INSERVICE - PROJECT CARE
Department of Elementary Education
Dr. Dorothy M. Major - Inservice Coordinator

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All meetings will last until either 4:00 or 4:30.

DENVER PUBLIC SCHOOLS
Division of Education

Commitment and Responsive Education - Project CARE

The CARE inservice program is designed to assist teachers in acquiring instructional and classroom management skills leading to excellence in education for all students. The program will: a) demonstrate and model the techniques to be learned by participants during inservice instruction; b) provide for supervised practice in the participant's classroom to maximize the probability that the techniques will be applied; and, c) arrange for ongoing monitoring of the participant's classroom performance to assure continued use of the techniques by providing building administrators with additional skills necessary for effective monitoring. The DPS program has been developed from elements of successful inservice programs in use in California, Georgia, Texas, and Florida.

The content of this staff development program will include:

- demonstration of and experience with various classroom organization and management systems ranging from modified group instruction to completely individualized systems as a means of meeting student needs.

- demonstration of and experience with the use of learning centers as a means of providing multi-level and multi-sensory instructional materials and resources to meet student needs.

- presentation of instructional techniques based upon the practical application of learning theory in the classroom. The proposed inservice content would encompass the following age-level-free, content-free, method-free, and ethnic-free concepts and techniques:

  1. Skills to Maximize Learning

     Making reinforcement work for you
     Increasing student motivation
     Improving retention of information
     Teaching to facilitate transfer of information
     Increasing the rate and degree of learning

  2. Lesson Planning Skills

     Teaching in a straight line toward specific objectives
     Logical sequencing of skills to be taught
     Determining student learning needs
     Adapting instruction to student needs
     Monitoring and adjusting instruction
     Cognitive skills development

  3. Individualizing for Student Needs

     Teaching for independence
     Grouping for effective instruction
     Individualizing based on learning environment, learning style, rate of learning, and content
     Effective measures of the need for instruction
     Measuring the effect of instruction

4. Classroom Management Skills

Developing a behavioral change strategy
Problem solving
Use of signals and cuing
Effective use of classroom time
Organization for instruction
Direction giving techniques
Affective skill development

The program is built on concepts essential to the improvement of instruction and classroom management for the regular classroom. The program will demonstrate eight different management systems ranging from a system void of provisions for individual differences to a system which is totally individualized to meet student needs through the use of learning centers. Teachers will experience a broad spectrum of instructional and management techniques from which they can adopt systems and techniques to fit their own teaching style and personality.

Program in Action

A long range goal of the Division of Education is to provide all instructional personnel the opportunity to participate in an indepth staff development program. During the first year of the program, a random selection of schools expressing interest in the program will be offered the opportunity to participate. If schools wish to be involved, as many administrative personnel as can be made available will be trained for in-building monitoring of the program.

Instructional cycles for teachers will begin about October 15, 1975 and will continue monthly thereafter for each succeeding cycle. Each cycle will be four weeks in duration, the first two in the CARE Instructional Center and the last two in the participant's own classroom. Substitutes will be provided to release teachers during the first two weeks. We will be working with the substitute teacher office to identify a cadre of competent substitutes.

Instruction in the basic skills and content of the program and preparation for using these skills in the classroom will require two weeks. Following the instructional period, teachers will return to their classrooms to practice the newly acquired skills. Inservice instructors will assist participating teachers in implementing the skills in their own classroom by supervising practice and problem solving with teachers for the second two weeks. Following the supervised practice period with the instructor's assistance, in-building administrators will take over the on-going monitoring of teachers as they continue to practice the skills. Consultation with building administrators will be provided by the inservice instructional staff upon request.

Participating schools will be asked to identify teams of teachers to be trained. One or two teachers from each grade K-6 in the elementary schools and one or two teachers from each of the content areas of mathematics, social studies, English, reading, foreign language, and science in the secondary schools will comprise a team. These teachers will serve as a nucleus within participating schools to encourage other teachers to participate at a later time and to establish model classrooms to demonstrate the practicality of the skills. The size of teams to

represent participating schools may be negotiated with the program coordinator if the above specified numbers create hardships in small schools. Of necessity, however, negotiations will also need to consider effective utilization of the inservice instructional staff in providing in-building assistance to the participants and administrators.

DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

To Administrators and Supervisors Attending First Clinical Supervision Inservice

From Dorothy M. Major

Date December 15, 1975

Subject Schedule of Second Clinical Supervision Inservice

As we promised during our last session, we are attaching a copy of the tentative content for each of the ten lessons to be presented during the second series of classes. The class has been structured somewhat from the schedule of the first series.

If you missed a session, or if there is some particular content you would like to review, please feel free to attend any of the ten lessons. The meetings will be held at Irving Street Center from 1:30 to 4:00 or 4:30, Room 105, on the dates listed below:

Tuesday, January 6 or Thursday, January 8	- Lesson 1
Tuesday, January 13 or Thursday, January 15	- Lesson 2
Tuesday, January 20 or Thursday, January 22	- Lesson 3
Tuesday, January 27 or Thursday, January 29	- Lesson 4
Tuesday, February 3 or Thursday, February 5	- Lesson 5
Tuesday, February 10 or Thursday, February 12	- Lesson 6
Tuesday, February 17 or Thursday, February 19	- Lesson 7
Tuesday, Febreary 24 or Thursday, February 26	- Lesson 8
Tuesday, March 2 or Thursday, March 4	- Lesson 9
Monday, March 8 or Friday, March 12	- Lesson 10

Advance notice of intent to attend is not necessary.

As soon as final plans for the Advanced Clinical Supervision class are completed, we will send you full information.

DM:ss

Approved: Mr. Frank E. Roberts

Att: 1

pc: Mr. Pete Shannon
Mr. Ludell M. Thomas
Mr. Lawrence P. Cross
Mr. Walter E. Oliver
Mr. Manuel Andrade
Mr. Orville D. Turner
Dr. James M. O'Hara
Mr. Theodore R. White

DENVER PUBLIC SCHOOLS
Project CARE

Tentative Schedule
Clinical Supervision Course

Purpose:

The clinical supervision course schedule has been revised and streamlined for greater efficiency in meeting the needs of busy administrators.

Lesson 1
Tues.,Jan.6
or
Thurs.,Jan.8

An overview of the course content.
Signals - teachers can use them for classroom control and to monitor progress; students can use them to request help.
Motivation - educators can control six factors which influence motivation.
Videotape analysis - How does the teacher use the six motivation factors?

Lesson 2
Tues.,Jan.13
or
Thurs.,Jan.15

Direction giving - to increase the probability that our directions will be understood and followed.
Reinforcement theory can be used to increase learning and to aid in classroom control.
Videotape analysis - How does the teacher use reinforcement? In a conference, how could you use reinforcement?
Center activities - for enrichment and review of motivation and reinforcement theory.

Lesson 3
Tues.,Jan.20
or
Thurs.,Jan.22

Transfer theory can be used so that students will apply previous learnings to new situations...and speed up learning as a result.
Retention can be increased through conscious manipulation of five variables.
Special emphasis is placed on planning practice for maximum learning in minimum time.
Sponge activities - add fun and variety to the classroom, provide short, vivid practice exercises, focus students on learning, and aid in classroom management.
Videotape analysis - How does the teacher use transfer and retention theory? In a conference, how would you reinforce and advise him?

Lesson 4
Tues.,Jan.27
or
Thurs.,Jan.29

Teach more--faster - small group, learning center activities that teach seven factors which increase the rate and degree of learning...and provide new ideas for input, response, and practice activities.

Lesson 5
Tues.,Feb.3
or
Thurs.,Feb.5

An overview of the Instructional Improvement Instrument, Part 1
Clear behavioral objectives - how to write and use them...and why they are necessary. Find out what a birdwalk is.
Videotape analysis - What is the teacher's objective? What are the results of birdwalking?
How to take an anecdotal record of ongoing lesson.

Lesson 6
Tues.,Feb.10
or
Thurs.,Feb.12

How can we tell if the level of difficulty of content and learning tasks is appropriate to the students?
Task analysis shows that there is more to any given learning task than one might think. Doing a task analysis - and acting upon it - can solve learning problems, can lead to teaching that is more precise and more likely to reach each student.
Diagnosis and Prescription - informal ways of finding out quickly where previous learning ends and where and how teaching should begin.
Is the teacher monitoring and adjusting on an ongoing basis to meet the students' needs?
Practice - making an anecdotal record.

Lesson 7
Tues.,Feb.17
or
Thurs.,Feb.19

An overview of the Instructional Improvement Instrument, Part 2 (includes a review of learning theory).
Lesson planning - an effective, easy-to-use format based on practical application of learning theory.
Practice - taking an anecdotal record.

Lesson 8
Tues.,Feb.24
or
Thurs.,Feb.26

Individualized instruction doesn't depend on equipment or gimmicks or one certain method...and it doesn't mean 35 kids each doing his own thing. You learn how teachers can individualize through their own decisions about content, learning tasks, and teacher behavior.
The cognitive taxonomy opens up a whole new dimension of individualization and pushes students to higher levels of thinking.
The hierarchy of response - a questioning technique that elicits active participation and errorless response from every student.
Videotape analysis - How does the teacher use the cognitive taxonomy and hierarchy of response?

Lesson 9
Tues.,Mar.2
or
Thurs.,Mar.4

Lesson analysis - how to use the Instructional Improvement Instrument.
Conferencing techniques
Videotape analysis - perform a lesson analysis and plan the conference.

Lesson 10
Mon.,Mar.8
or
Fri.,Mar.12

Grading or reporting
Behavioral strategy - a structured procedure for positive behavior change; may be used with students and adults.
Videotape analysis - perform the lesson analysis and simulate the conference.

APPENDIX E

DENVER PUBLIC SCHOOLS
Division of Education

CYCLE SCHEDULE

Cycle Number	1st day for substitute	1st day at CARE Center for teachers	Teachers return to schools in afternoon
1	October 10	October 14 (October 13 - holiday)	October 24
2	October 27	October 28	November 7
3	November 7	November 10 (November 11 - holiday)	November 21
4	December 1	December 2	December 12
5	January 5	January 6	January 16
6	January 19	January 20	February 6

Teachers in schools week of January 26-30 - no substitutes during this period.

Teachers return to Center February 2-6 - substitutes provided.

7	February 6	February 9 (February 16 - holiday)	February 20
8	February 23	February 24	March 5
9	March 8	March 9	March 19
10	March 22	March 23	April 2
11	April 5	April 6	April 23

Spring Intermission - April 12-16.

12	April 26	April 27	May 7
13	May 10	May 11	May 21

PLEASE DESTROY ALL OTHER CYCLE SCHEDULES YOU MAY HAVE RECEIVED.

DPS
Project CARE
10/2/75

APPENDIX F

STAFF DEVELOPMENT CONTENT

Learning Theory

- Reinforcement
- Motivation
- Retention
- Transfer
- Rate and Degree

Lesson Planning

- Behavioral Objectives
- Task Analysis
- Diagnosis and Prescription
- Monitoring and Adjusting

Individualized Instruction

- Teaching for Independence
- Survival Skills
- Grouping
- Learning Style, environment, rate and content

Pretest and posttest

Classroom Management

- Behavioral Strategy
- Problem Solfing
- Signal
- Sponge Activities
- Direction Giving
- Team Teaching

Taxonomy

- Cognitive Domain
- Affective Domain

HANDOUTS

1st Day. Direction Giving, Motivation

Things to Remember about Giving Directions
The Science of the Art of Giving Direction
Motivation Theory
Notes on Games
5 Columns Video Analysis

2nd Day. Reinforcement, Behavior Strategy, Signals, Contracts

Questionnaire for Reinforcement
Posttest LT - Reinforcement
Reinforcement (T-F test)
99 Ways to Say Very Good
What to Remember when Reinforcing
Names - Illustrations of Students
Behavioral Strategy Explanation
Formal Strategy - Blank Forms
Behavior Strategy for David
Planning and Teaching Signals

3rd Day. Transfer, Retention, Practice, Sponges

Notes on Transfer
Worksheet - Critical Attributes
Guides in Using Transfer
Posttest LT-R
Retention Practice Sheet
Sponge Activities - Upper
Sponge Activities - Secondary
Sponge Posttest
Rat - Old Man Image
Answer Sheet for Retention

4th Day. Rate & Degree - Teach More - Faster, Implementation

Game Center
Meaning
Teach More Faster Review Sheet
Rules for Teach More Faster (packet)
T F Answer Sheets

5th Day. Objectives, Task Analysis

Worksheet Behavior Objectives
Objective Unit Sponge
Task Analysis
Example of Task Analysis
Task Analysis and Effective Teaching
Performance or Behavioral Objectives
Writing Behavioral Objectives
Informal Assessment of Arithmetic
Informal Assessment of Spelling
An Addition Continuum 4th Grade
Problem 1 - Write Objectives

6th Day. Diagnosis, Prescription, Lesson Plan

Evidence of Monitoring and Adjusting
Diagnosis Part 1
Model - Diagnostic Fraction Test
Model - Diagnostic Test - Addition
Primary Diagnostic Testing
Addition
Monitoring and Adjusting
Indication of Appropriate or Inappropriate Level of Difficulty
Lesson Plan

7th Day. Cognitive Tasonomy, Hierarchy of Responses, Individualization

Implementing Individual Insrruction
Developme[illegible] of Materials for Individualization
Individualizing Trhough Environment (optional)
Description of the Major Catagories in the Cognitive Domain
Tazonomy Questions
Taxonomy Questions (can apply to any materials)
6 Stories
Hierarchy of Responses
Identification of Weeds
Tagboard Hierarchy of Responses

8th Day. Affective Domain, Teach for Independence, Grading and Reporting

Use of the Affective Domain
Worksheet on Affective Behaviors
Teacher Value Auction
Maximum Standards
The Components of Independent Learning
The Great Grading Myth
Cartoon

9th Day. Wind-Up (Broom Shelf)

Break Failure Cycle
Review of Theory
Bag of Skills
Implementation Contract
Preparing for Implementation
Lesson Analysis
State Evaluation
Final Evaluation

APPENDIX G

DENVER PUBLIC SCHOOLS
Division of Education

EVALUATION

Topics_____ Date_____

Circle your rating of today's activities: Your evaluation and comments help us to be responsive to your needs.

	Excellent	Very good	Average So-So	Poor	Very poor
Direct Instruction: (to provide you with content)	5	4	3	2	1
Practice Activities (to help you learn content)	5	4	3	2	1
Center Activities (for reinforcement of learning and enrichment)	5	4	3	2	1

Comments (please be as specific as possible):

_____

_____

_____

THANKS! Put in the communications box as you leave.

Project CARE
10/15/75

APPENDIX H

Project CARE

Please express your feelings about this session by placing an "X" at or between the following extreme descriptors:

Exciting _____ Dull

Comprehensible _____ Confusing

Practical _____ Useless

Organized _____ Sloppy

Insightful _____ Superficial

New ideas _____ "Old hat"

Beautiful ideas _____ Repugnant

Refreshing style _____ Irritating

Content rich _____ Trivial

Shared Travel _____ Boo!

Please comment (good or bad). We promise to take comments seriously.

How did you feel about:

Cognitive content (lesson): _____

_____

_____

Activities: _____

_____

_____

Content: _____

_____

_____

How can we improve? _____

_____

_____

Thanks for helping us plan a better inservice program.

APPENDIX I

DENVER PUBLIC SCHOOLS

INTERDEPARTMENTAL COMMUNICATION

To Randomly Selected CARE Participants

From Dorothy M. Major

Date January 29, 1976

Subject Participation in Project CARE Evaluation

You have been identified as one of the incoming Project CARE participants to be involved in an objective evaluation of this inservice project. All teachers to be involved were identified as part of a scientifically selected random sample of teachers who are representative of all teachers participating in Project CARE.

It is important for you to know that, although observations will be made of individual teachers, only group data are important. The evaluators of Project CARE will not be looking at you as an individual teacher, nor will they be evaluating or critiquing your teaching ability. Their goal is to identify which of the techniques taught through Project CARE are already being used by a representative group of classroom teachers and which of the techniques are added to teachers' repertoire of skills following participation in Project CARE.

Purpose of the Observations:

1. To provide the Project CARE staff with objective information on how well we are accomplishing program goals, what portions of the inservice content need more or less emphasis on the basis of what teachers are finding useful for their classrooms, and what changes are needed to provide a more effective inservice program.

2. To provide decision makers with objective group data on effectiveness or lack of effectiveness of the inservice program so informed decisions can be made regarding continuation of the project.

Teacher Selection Procedure:

Of the anticipated number of participants in Cycles 7, 8, 9, and 10, a randomly selected sample of 30 elementary and 25 secondary teachers will be observed. Teachers' names were alphabetized as soon as all names were submitted for these four cycles. Alphabetized lists were numbered consecutively and pre-selected numbers (randomly selected) indicated which teachers were to be observed for the program evaluation. Please call me, 892-1014, if you have questions or serious concerns about your selection as one of the teachers to be observed.

Observation:

There will be two observations; each observation will include three ten-minute time samples. The first observation will occur prior to your scheduled attendance at the Project CARE Center. The second observation will occur approximately one month after you return to your classroom. The observer will record any of the specific skills taught in Project CARE which you are using during the ten-minute time samples of the observation. The observer will visit each designated teacher in

your building for ten minutes, then return to each teacher in rotation for the second and third ten-minute time samples. You are requested to continue the activity in which you are engaged whenever the observer enters the room.

Observers:

Observers will be classroom teachers who are familiar with Project CARE content through participation in one of the earlier Project CARE cycles. They will have no direct connection to the Project or the Project staff. Observers are receiving additional training to assure accurate identification of the specific techniques taught at the Center.

Observation Checklist and Method of Reporting:

Items for the checklist were selected as representative of the content taught during the CARE cycles. Anonymity is assured because all data will be reported as being obtained from a representative group of teachers rather than by individual teacher's name. To eliminate individual comparisons, all first (pre-training) observation checklists will be collected by the Project Coordinator prior to the second (post-training) observations.

Participating teachers may request to see the checklist and the results of their own observations following the second observation; however, content of the checklist or results of the observations may not be seen prior to that time in order to minimize the possibility of any unintentional influence on the results. The only other persons with access to the checklists and data will be the Project Coordinator and the DPS Office of Development and Evaluation who will be processing these data.

Your cooperation in this procedure will be greatly appreciated.

DMM:ss

Approved: Mr. Frank E. Roberts

pc: Mr. Ladell M. Thomas
Mr. Walter B. Oliver
Mr. Orville D. Turner
Mr. Manuel Andrade
Dr. James M. O'Hara
Mr. Theodore R. White
Mr. George Morrison
Mr. Charles F. Croley
Mr. Lawrence P. Corsa
Mr. Barry B. Beal
Dr. Allan M. Hosler

APPENDIX J

DENVER PUBLIC SCHOOLS
Division of Education

Project CARE

Checklist for Project Evaluation

Teacher (Coded) _____ Circle Level: 1-3 4-6 Jr.Hi. Sr.Hi.

Date of Observation _____ Times of Observation: _____ _____ _____

Check one: Pre-Training _____
Post-Training _____

	YES	NO	NOT OBSERVED
DIRECTION GIVING:			
1. Teacher gets students' attention before giving input or directions			
2. Teacher checks for understanding after giving directions			
LESSON PLAN:			
3. Objective of lesson stated to students			
4. Activities leading to independent practice related directly to achieving objective			
5. Independent practice activities related to objective			
6. Teacher relates previous learning experiences to present lesson			
7. Model of planned independent practice activity provided			
8. Guided practice provided prior to release for independent practice			
ACTIVE PARTICIPATION:			
9. Teacher elicits active participation			
10. Teacher monitors for active participation			
KNOWLEDGE OF RESULTS:			
11. Teacher gives knowledge of results for responses given in lesson or practice	XXXX	XXXX	XXXXXXX
a. Specific			
b. Immediate			

	YES	NO	NOT OBSERVED
REINFORCEMENT:			
12. Teacher uses reinforcers to shape appropriate classroom behavior			
SPONGES:			
13. Activities provided for students during transition time			
SIGNALS:			
14. Teacher uses signals to get student attention			
15. Teacher uses a silent alarm system so students can signal the need for help			
SUM OF ITEMS 1 - 15			
INDIVIDUALIZATION INDEX:			
16. Easier level of question asked if student does not respond or makes error		XXXXX	XXXXXX
17. Variety of instructional materials and techniques provided		XXXXX	XXXXXX
18. Some adjustment of assignments evident:	XXXX	XXXXX	XXXXXX
a. Use of results of pretest		XXXXX	XXXXXX
b. Self-selection of learning materials or task		XXXXX	XXXXXX
c. Length of assignment adjusted for individual students		XXXXX	XXXXXX
d. Time adjusted for individual students		XXXXX	XXXXXX
e. Utilization of peer assistance or pairing		XXXXX	XXXXXX
f. Changing content to higher or lower level of difficulty for some students		XXXXX	XXXXXX
g. Use of grouping		XXXXX	XXXXXX
h. Other _____		XXXXX	XXXXXX
Individualization index (sum of items 16 through 18)		XXXXX	XXXXXX

DENVER PUBLIC SCHOOLS
Division of Education

Project CARE

Checklist for Project Evaluation

Teacher (Coded) _____ Circle Level: 1-3 4-6 Jr.Hi. Sr.Hi.

Date of Observation _____ Times of Observation: _____ _____ _____

Check one: Pre-Training _____
Post-Training _____

	YES	NO	NOT OBSERVED
DIRECTION GIVING:			
1. Teacher gets students' attention before giving input or directions			
2. Teacher checks for understanding after giving directions			
LESSON PLAN:			
3. Objective of lesson stated to students			
4. Activities leading to independent practice related directly to achieving objective			
5. Independent practice activities related to objective			
6. Teacher relates previous learning experiences to present lesson			
7. Model of planned independent practice activity provided			
8. Guided practice provided prior to release for independent practice			
ACTIVE PARTICIPATION:			
9. Teacher elicits active participation			
10. Teacher monitors for active participation			
KNOWLEDGE OF RESULTS:			
11. Teacher gives knowledge of results for responses given in lesson or practice	XXXX	XXXX	XXXXXXX
a. Specific			
b. Immediate			

	YES	NO	NOT OBSERVED
REINFORCEMENT:			
12. Teacher uses reinforcers to shape appropriate classroom behavior			
SPONGES:			
13. Activities provided for students during transition time			
SIGNALS:			
14. Teacher uses signals to get student attention			
15. Teacher uses a silent alarm system so students can signal the need for help			
SUM OF ITEMS 1 - 15			
INDIVIDUALIZATION INDEX:			
16. Easier level of question asked if student does not respond or makes error		XXXXX	XXXXXX
17. Variety of instructional materials and techniques provided		XXXXX	XXXXXX
18. Some adjustment of assignments evident:	XXXX	XXXXX	XXXXXX
a. Use of results of pretest		XXXXX	XXXXXX
b. Self-selection of learning materials or task		XXXXX	XXXXXX
c. Length of assignment adjusted for individual students		XXXXX	XXXXXX
d. Time adjusted for individual students		XXXXX	XXXXXX
e. Utilization of peer assistance or pairing		XXXXX	XXXXXX
f. Changing content to higher or lower level of difficulty for some students		XXXXX	XXXXXX
g. Use of grouping		XXXXX	XXXXXX
h. Other _____		XXXXX	XXXXXX
Individualization index (sum of items 16 through 18)		XXXXX	XXXXXX

DPS/ Project CARE
Evaluation Instrument
1/22/76

DENVER PUBLIC SCHOOLS
Division of Education

Project CARE

Checklist for Project Evaluation

Teacher (Coded) _____ Circle Level: 1-3 4-6 Jr.Hi. Sr.Hi.

Date of Observation _____ Times of Observation: _____ _____ _____

Check one: Pre-Training _____
Post-Training _____

	YES	NO	NOT OBSERVED
DIRECTION GIVING:			
1. Teacher gets students' attention before giving input or directions			
2. Teacher checks for understanding after giving directions			
LESSON PLAN:			
3. Objective of lesson stated to students			
4. Activities leading to independent practice related directly to achieving objective			
5. Independent practice activities related to objective			
6. Teacher relates previous learning experiences to present lesson			
7. Model of planned independent practice activity provided			
8. Guided practice provided prior to release for independent practice			
ACTIVE PARTICIPATION:			
9. Teacher elicits active participation			
10. Teacher monitors for active participation			
KNOWLEDGE OF RESULTS:			
11. Teacher gives knowledge of results for responses given in lesson or practice	XXXX	XXXX	XXXXXXX
a. Specific			
b. Immediate			

	YES	NO	NOT OBSERVED
REINFORCEMENT:			
12. Teacher uses reinforcers to shape appropriate classroom behavior			
SPONGES:			
13. Activities provided for students during transition time			
SIGNALS:			
14. Teacher uses signals to get student attention			
15. Teacher uses a silent alarm system so students can signal the need for help			
SUM OF ITEMS 1 - 15			
INDIVIDUALIZATION INDEX:			
16. Easier level of question asked if student does not respond or makes error		XXXXX	XXXXXX
17. Variety of instructional materials and techniques provided		XXXXX	XXXXXX
18. Some adjustment of assignments evident:	XXXX	XXXXX	XXXXXX
a. Use of results of pretest		XXXXX	XXXXXX
b. Self-selection of learning materials or task		XXXXX	XXXXXX
c. Length of assignment adjusted for individual students		XXXXX	XXXXXX
d. Time adjusted for individual students		XXXXX	XXXXXX
e. Utilization of peer assistance or pairing		XXXXX	XXXXXX
f. Changing content to higher or lower level of difficulty for some students		XXXXX	XXXXXX
g. Use of grouping		XXXXX	XXXXXX
h. Other _____		XXXXX	XXXXXX
Individualization index (sum of items 16 through 18)		XXXXX	XXXXXX

DENVER PUBLIC SCHOOLS
Division of Education

Project CARE

Checklist for Project Evaluation

Teacher (Coded) _____ Circle Level: 1-3 4-6 Jr.Hi. Sr.Hi.

Date of Observation _____ Times of Observation: _____ _____ _____

Check one: Pre-Training _____
Post-Training _____

	YES	NO	NOT OBSERVED
DIRECTION GIVING:			
1. Teacher gets students' attention before giving input or directions			
2. Teacher checks for understanding after giving directions			
LESSON PLAN:			
3. Objective of lesson stated to students			
4. Activities leading to independent practice related directly to achieving objective			
5. Independent practice activities related to objective			
6. Teacher relates previous learning experiences to present lesson			
7. Model of planned independent practice activity provided			
8. Guided practice provided prior to release for independent practice			
ACTIVE PARTICIPATION:			
9. Teacher elicits active participation			
10. Teacher monitors for active participation			
KNOWLEDGE OF RESULTS:			
11. Teacher gives knowledge of results for responses given in lesson or practice	XXXX	XXXX	XXXXXXX
a. Specific			
b. Immediate			

	YES	NO	NOT OBSERVED
REINFORCEMENT:			
12. Teacher uses reinforcers to shape appropriate classroom behavior			
SPONGES:			
13. Activities provided for students during transition time			
SIGNALS:			
14. Teacher uses signals to get student attention			
15. Teacher uses a silent alarm system so students can signal the need for help			
SUM OF ITEMS 1 - 15			
INDIVIDUALIZATION INDEX:			
16. Easier level of question asked if student does not respond or makes error		XXXXX	XXXXXX
17. Variety of instructional materials and techniques provided		XXXXX	XXXXXX
18. Some adjustment of assignments evident:	XXXX	XXXXX	XXXXXX
a. Use of results of pretest		XXXXX	XXXXXX
b. Self-selection of learning materials or task		XXXXX	XXXXXX
c. Length of assignment adjusted for individual students		XXXXX	XXXXXX
d. Time adjusted for individual students		XXXXX	XXXXXX
e. Utilization of peer assistance or pairing		XXXXX	XXXXXX
f. Changing content to higher or lower level of difficulty for some students		XXXXX	XXXXXX
g. Use of grouping		XXXXX	XXXXXX
h. Other _____		XXXXX	XXXXXX
Individualization index (sum of items 16 through 18)		XXXXX	XXXXXX

APPENDIX K

ANALYSIS OF THE TEACHING CYCLES

Ongoing inservice training in Project CARE (Commitment and Responsive Education) began on September 29, 1975 and will continue to May 1976. This report provides an assessment of the various inservice sessions.

Pilot Practice Training Cycle

A special training cycle under Project CARE was scheduled for special interest groups from September 29 through October 10, 1975. The participants were expected to remain at the staff development center for a period of ten full days.

Teachers assigned to the Program for Pupil Assistance (PPA) were invited to participate in this special training cycle. The PPA teacher group was selected for this activity because of their skills, knowledge, and experience in the areas of pupil management and improving instruction for pupils. It was agreed that PPA teachers would be able to analyze and be more critical of the project content, modeling, and instructional format.

Elementary and Secondary Teacher Participation

The elementary and secondary teachers were assigned to separate cycles. The project staff instructors were able to discuss classroom experiences and give examples of teaching strategies related to the appropriate teaching level for the participants through this arrangement. The regular training cycles require the participant to be in attendance for 8½ consecutive days from 8:30 a.m. - 3:45 p.m. Four elementary and two secondary cycles have been completed for the period covered by this progress report.

Administrators

The Clinical Supervision courses for administrators were designed to provide participants with the opportunity to learn the same curriculum presented to teachers. The major difference in the administrators' curriculum was the reduction of time for practice, and the individualization of assistance from the staff instructors. Administrators attended a series of ten weekly afternoon sessions. Each session was repeated during the week to allow flexibility and choice on the part of the participant. Additional content was presented to allow administrators to sharpen their skills in lesson observation, lesson analysis, and conferencing with teachers to help them continue professional growth.

Description of Instrument

The first part of the instrument administered to all participants was a modification of the Osgood Semantic Differential Attitude Inventory. This type of instrument is designed to measure attitudes toward specific statements or concepts. On a five-point scale, responses are marked according to bipolar adjectives that are descriptive of the statement or concept. The three sections of this part of the instrument were:

1. Presentation of Subject Matter
2. Content of the Inservice Session
3. Overall Opinion of the Session.

PPA TEACHERS' CYCLE

There were 29 PPA teachers who participated in the first inservice training cycle. Daily evaluations were collected throughout the ten days of the cycle. It is noted that the PPA teachers were told that they had been chosen as the pilot group for all subsequent inservice cycles. They were asked to be particularly critical, so that improvements could be made in presentation and in content. Positive responses to each item in the survey varied from 57.2 percent to 77.6 percent of the respondents. A complete analysis is presented below:

Descriptive Adjectives: Positive ..... Negative	Total Number of Responses	Percents of Response: Positive	Neutral	Negative	Total
Presentation of Subject Matter					
• Exciting.....Dull	247	59.1%	32.8%	8.1%	100.0%
• Comprehensible.....Confusing	253	68.3	19.0	12.7	100.0
• Organized.....Sloppy	250	77.6	16.4	6.0	100.0
• Insightful.....Superficial	238	69.8	25.2	5.0	100.0
• Refreshing style...Irritating	246	57.3	30.9	11.8	100.0
Content of the Inservice Session					
• Practical.....Useless	245	74.3	19.2	6.5	100.0
• New ideas....."Old hat"	256	64.1	25.4	10.5	100.0
• Beautiful ideas.....Repugnant	236	57.2	35.6	7.2	100.0
• Content rich.....Trivial	248	66.6	25.8	7.6	100.0
Overall Opinion of the Session					
Bravo!.....Poo!	234	67.5	23.1	9.4	100.0
Total, all items	2,453	66.2%	25.3%	8.5%	100.0%

COMMENTS

PPA TEACHERS

A majority of the comments are summarized below. Multiple responses are indicated in parentheses.

What effect do you anticipate your participation in Project CARE will have on your teaching?

- Enhancement of role as a PPA teacher, in working with referred children (13)
- Increased ability and/or confidence in providing assistance to classroom teachers (14)

The following comments are typical of those written by PPA teachers (and summarized above), and are given verbatim:

"I anticipate that some of the effects of my participation in Project CARE will be that I shall plan more wisely, make better use of my students' time, use more effective methods, and increase the possibility of their learning. (And be a better and wiser teacher.)"

"As the teachers in my building are a bit curious as to what Project CARE has done for me, I plan to explain to the disbelievers in a long and lengthy five hour inservice, just exactly why and how they should sign up for the best program offered to them (and free, too) in a long time."

ELEMENTARY TEACHERS' CYCLES

125 elementary teachers, K-6, have participated to date. The evaluations were completed by participants at the end of each of four elementary cycles.

Descriptive Adjectives Positive	Negative	Total Number of Responses	Percents of Response Positive	Neutral	Negative	Total
Presentation of Subject Matter						
• Exciting.....	.....Dull	125	89.6%	8.8%	1.6%	100.0%
• Comprehensible.....	.....Confusing	127	92.1	6.3	1.6	100.0
• Organized.....	.....Sloppy	125	98.4	1.6	0.0	100.0
• Insightful.....	.....Superficial	122	93.5	5.7	0.8	100.0
• Refreshing style....	.....Irritating	121	91.7	7.5	0.8	100.0
Content of the Inservice Session						
• Practical.....	.....Useless	126	96.0	3.2	0.8	100.0
• New ideas.....	....."Old hat"	123	87.8	11.4	0.8	100.0
• Beautiful ideas.....	.....Repugnant	125	86.4	12.0	1.6	100.0
• Content rich.....	.....Trivial	124	95.2	4.8	0.0	100.0
Overall Opinion of the Session						
Bravo!.....	.....Boo!	125	96.0	4.0	0.0	100.0
Totals, all items		1,152	92.7%	6.5%	0.8%	100.0%

COMMENTS

ELEMENTARY TEACHERS' CYCLES

A majority of the comments are summarized below. In general, they have been divided between those that were supportive and those that were suggestive of changes or critical in some aspect. Multiple responses are indicated in parentheses.

Cognitive content (lesson)

Supportive

- Good or very good (46)
- Helpful, practical, pertinent, or meaningful (19)
- Well-organized (14)
- Excellent (12)
- "Lectures organized, concise; levels of concern and difficulty were just right."
- "I think you chose critical attributes of teaching quite successfully."
- "Very well prepared and easy to understand, practical. You treated us as adults, not kids, which I appreciated."
- "I was impressed with the teaching model. It was by far the most professional model of expert teaching, utilizing principles of learning, that I've experienced. All outstanding!"
- "I'm beginning to recognize what I'm doing."
- "I need to go back and review, but at least I have an excellent source of information and review."

Suggestive/Critical

- "Sometimes, especially during the first week, there was too much theory and too much sitting."
- "A lot of content to digest in eight days --- would more tying together be helpful?"
- "A lot to digest, but good food for thought to start implementing."
- "So much material was presented that the terms became confusing."
- "I feel very challenged and somewhat overwhelmed."
- "Task analysis was most confusing at first."
- "Sometimes rather intense. I left some days in a fog."
- "I'm not as clear on all the factors, cognitive and affective, as I hope to be."

COMMENTS - (continued)

ELEMENTARY TEACHERS' CYCLES

Activities

Supportive

- Good, very good, or great (53)
- Meaningful, exciting, helpful, valuable, motivating, varied (35)
- Excellent (20)
- "Well-planned, nicely executed."
- "The idea of teaching both through form and content is exciting."

Suggestive/Critical

- Alternate activities with sitting (2)
- "Okay - often gave us too much time and we got bored."
- "Reinforced our learnings and were usually good. Some activities need to be organized so that they are built into a usable teacher program."
- "Most were good; some went on too long; others I craved more."
- "I wish we had a few more that would require us to move around more frequently."
- "Great - not enough time for me. I need to browse awhile before getting into it. (But time pressures are real, I understand.)"
- "Very good, on the whole, but ways could be devised to soak up time during group or individual activities by having more learning games to reinforce material learned the prior day."
- "I felt rushed to complete all of the activities on time and correctly."
- "Not needed as much as it was used - it was too much to have sponge activities every day."

Centers

Supportive

- Good, very good, great (52)
- Organized, useful, practical, informative, meaningful, appropriate (28)
- Excellent (21)
- Learning experience, fun (6)
- "Many materials available."
- "Variety was good."
- "A nice change of pace."

COMMENTS - (continued)

ELEMENTARY TEACHERS' CYCLES

Centers (continued)

Suggestive/Critical

- Not enough time at the centers (6)
- Need more variety (3)
- Some of the tapes were too long (2)
- "Some questions on the games were ambigious."
- "A little confusing at times."
- "Okay, but they are the same as activities."
- "Activity centers are more interesting than the reading center."
- "Need more specific direction on what to look for at each center; change format periodically."
- "Lessons on rate and degree were tiring."
- "Lots of work."
- "Okay, but not very creative and of minimal quality and quantity."
- "Bad, boring."
- "Wasted too much time."

How can we improve?

Supportive

- Very good presentation (24)
- Make Project CARE available to all teachers (3)
- Best program that the participant has attended (2)
- "Did appreciate having substitute teacher to school the full day, for observation and conference, before the project."
- "The workshop was of high quality, consistently. I appreciate the careful planning, and lack of wasted time."
- "Your use of feeling tone was great! Pleasant, jovial, yet you stayed right on the objective."

CONTENTS - (continued)

ELEMENTARY TEACHERS' CYCLES

How can we improve? (continued)

Suggestive/Critical

- "Provide additional materials for participants' use."
- "Have same types of schools [e.g., open-space schools] attend at the same time."
- "It would be even more useful if we could learn-implement, learn-implement. However, schedules would be difficult to arrange."
- "Give administrators more of this."
- "The break between the weeks caused a short loss in continuity."
- "Shorten the [number of] days out of the classroom."
- "This should be offered in the summer on a voluntary or tuition basis."
- "Yearly project for new ideas and techniques."

What effect do you anticipate your participation in Project CARE will have on your teaching?

Responses indicated enhanced ability to

- apply specific, new ideas (61)
- understand learning theories and processes (42)
- use of new management, organization, and lesson planning skills (41)
- individualize more easily (34)
- apply new techniques (30)
- use reinforcement extensively (22)
- use motivation techniques (20)
- teach to objectives (19)
- work with pupils in affective areas (15)
- work effectively with pupil behaviors (15)

COMMENTS - (continued)

ELEMENTARY TEACHERS' CYCLES

How can we improve? (continued)

Supportive

- "I'm so good at criticizing, but can't think of one thing to change. I appreciate your energy. It was informative, helpful, and fun. Thanks."
- "I think it was super. Let people from downtown see what is happening here."

Suggestive/Critical

- Need for more time to absorb content, to take notes, or to identify specific areas of weakness (15)
- Add follow-up, refresher courses (9)
- Too much sitting (5)
- Need more breaks (4)
- Extend the inservice time (4)
- Separate the two weeks of inservice to allow for application of knowledge gained during first week (4)
- Tell participants the truth about being observed and evaluated (2)
- "Use less terminology and give more concrete ideas."
- "Emphasize the practical - how best to implement."
- "Add some life and personality to direct instructions."
- "Use more visual methods of teaching."
- "Allow teachers a chance to comment, share, and question - to a greater extent."
- "Cognitive and affective domains were vague and had little follow-up."
- "Develop more creative content."
- "The making and playing of games was not worthwhile."
- "Have all materials in order of topic."
- "Have fewer evaluation sheets."
- "Have day-to-day review sheets, emphasizing specific concepts of most importance."

COMMENTS - (continued)

ELEMENTARY TEACHERS' CYCLES

The following comments are typical of those written by responding elementary teachers, and are given verbatim.

"I expect Project CARE will have an extensive, positive effect on my teaching. I have spent several years investigating, reading, looking for effective individualization plans without success. This inservice has filled in the gaps, gathered all the threads, and given me at least a feasible structure within which to work. I expect to be immediate with plans for signal, a behavior strategy, and a cognitive lesson plan already complete, plus a learning center conceived and in progress. Perhaps more important is that I expect this inservice to have a lasting effect and growing. I expect to be better at making the principles, learned here, work next year and the next year after that year.

I strongly feel that this should be required inservice for teachers in all buildings."

"I hope to use behavior strategy and gradually use most of the ideas that CARE has presented to us. I have a better understanding of what I can actually accomplish in the classroom instead of having a feeling of hopelessness. The feeling 'nothing I can do about that' - I can do something about it!"

"Personally speaking, I can hardly wait to begin using some of the teaching techniques we learned in our two weeks here. I went to Back-to-School Night last night; just listening to the substitute talk about constantly yelling at the kids, encouraged and really motivated me wanting to get started using these principles. I feel that now I have to organize my information and thoughts into some order where I'll have access to all the information quite readily. I only wish all the teachers could have participated in this program!"

"I am overwhelmed at this point. I really see where I have to change some of my behaviors and teaching strategies. I have usually considered myself a good teacher, but now I feel that if I implement what I have learned here and make it a real part of myself, I can be an excellent teacher. The words can't really express what I feel, but the effect of my participation in Project CARE on my teaching, will be permanent."

"Right now my level of concern is sky-high - probably much too high to be effective. Many of the things we've learned I have already been doing but just hadn't labeled or known the rationale. But still, I have so much in my head that I want to change, so much to do all at once. I know I'm doing many things but won't be happy doing so. What I didn't know didn't hurt me. Now I will see my mistakes glaring at me. However, I know for sure that I will be a better teacher, the children I teach will know more. This is the best "methods" class by far, that I have had. Thanks."

COMMENTS - (continued)

ELEMENTARY TEACHERS' CYCLE

"I lose my temper very easily. I have found myself threatening my children and screaming my head off. I have transferred these emotions to my children, where I have noticed a change for the worst.

CARE has brought me back to the right path. Their principles of motivation will be my foundation for teaching. I realize now how important we are in the minds of the children. Each one is an individual like me, and I should treat them like one. I have found that teaching is not enough but also CARING. I have never enjoyed a class as much. The instructors bent over backwards to help us teach better.

My children will (in their own way) thank CARE too. CARE's suggestions for activities will be in constant use. This I promise. I also believe that a warm-up or brush-up course will be the most fantastic thing in the world. I do hope that this last sentence will stick and positively transfer in the mind of some.

I invite whomever reads this to come and visit my classroom. Your suggestions and criticism will be positively used."

"The anticipated effect of my participation in Project CARE on my teaching is immediate implementation of signals and direction giving. I will try to be super conscious that everything that comes out of my mouth will be said in a pleasant way if possible and will be relevant. My directions will be simpler, more explicit, better sequenced and then checking to see that they understood.

My teaching needs to be more meaningful and in smaller, more definable steps. I hope to be more positive in classroom management and variety in kinds of seatwork and more flexibility in responding - not always written. I need to get paper back for quicker knowledge of results. I'll have to adjust length of lessons. I think that I have a long way to go to break twenty years of habit!"

SECONDARY TEACHERS' CYCLES

49 secondary teachers have participated to date. The evaluations were completed by participants at the end of each of two secondary cycles.

Descriptive Adjectives		Total Number of Responses	Percents of Response			
Positive	Negative		Positive	Neutral	Negative	Total
Presentation of Subject Matter						
• Exciting	Dull	49	89.8%	10.2%	0.0%	100.0%
• Comprehensible	Confusing	49	98.0	2.0	0.0	100.0
• Organized	Sloppy	49	100.0	0.0	0.0	100.0
• Insightful	Superficial	48	95.8	2.1	2.1	100.0
• Refreshing style	Irritating	48	89.6	4.2	6.2	100.0
Content of the Inservice Session						
• Practical	Useless	48	93.8	6.2	0.0	100.0
• New ideas	"Old hat"	49	85.7	14.3	0.0	100.0
• Beautiful ideas	Repugnant	49	87.8	12.2	0.0	100.0
• Content rich	Trivial	49	98.0	2.0	0.0	100.0
Overall Opinion of the Session						
Brava!	Boo!	48	93.8	4.2	2.0	100.0
Totals, all items		486	93.2%	5.8%	1.0%	100.0%

COMMENTS

SECONDARY TEACHER CYCLES

A majority of the secondary teacher comments are summarized below. In general, comments have been divided between those that were supportive and those that were suggestive of changes or critical in some aspect. Multiple responses are indicated parenthetically.

Cognitive content (lesson)

Supportive

- Good or very good (21)
- Important, worthwhile, meaningful, or helpful (10)
- Well-organized (8)
- Excellent (3)
- "Extremely well tailored to the needs of today's teachers."
- "Meaningful, meaty, stimulating, adult, professional, and well-presented."
- "Much was given that was useful. The time went so fast. I had the feeling I wanted to have more time, so I would not miss anything. (I have never felt that way toward school before!)."

Suggestive/Critical

- "Most lessons were very good; however, the lessons on the fifteen aspects of rate and degree and the lesson on individualized instructions need to be pulled together more."
- "Content well-organized; the only suggestion is that I feel you could have cut down on the amount of content in each item, -- at least for some areas. It would have provided for more application time."
- "You threw an awful lot at us in a very short time. It is hard to keep it all in focus, especially if you are a slow learner! Otherwise, it is well-organized and presented."
- "Old style, 'old hat' junk does not relate enough to our situation."

COMMENTS - (continued)

SECONDARY TEACHER CYCLES

Activities

Supportive

- Good, very good, or great (20)
- Well-organized, meaningful, exciting, relevant (12)
- Excellent (7)
- "Activities helped apply the concepts very effectively."

Suggestive/Critical

- "Sometimes confusing."
- "For the most part good, some very dull."
- "Most were meaningful. I felt frustrated when the groups were large."

Centers

Supportive

- Good, very good, or great (18)
- Meaningful, relevant, well-organized, varied, stimulating (11)
- Excellent (6)
- "I think these were very helpful and exciting. It took away much of the classroom routine."
- "Excellent variety for practical use in reinforcing cognitive content."
- "Easy to transfer to secondary education."

Suggestive/Critical

- Not enough time to absorb the vast amount of materials, equipment, and/or experiences available (6)
- "More media, please."
- "Reading center should be more isolated to cut down noise."
- "Well-organized, but why not use some of the materials in the centers to let those with some pre-knowledge go on ahead."

COMMENTS - (continued)

SECONDARY TEACHER CYCLES

Centers (continued)

Suggestive/Critical

- "Not enough content that was of real value."
- "Fine, but maybe not as much reading in some areas."
- "They didn't relate a whole lot to my subject area, so didn't find them all that helpful."
- "Bad to good."

How can we improve?

Supportive

- Continue as it is (4)
- "I don't see how it could be any better than it is. I especially liked the way you found special material for me, personally. Thank you."
- "I found the entire program extremely satisfying and would recommend it to others."

Suggestive/Critical

- Need more time for discussion (5)
- Need more time to absorb information (4)
- Need review or follow-up sessions (4)
- Separate junior and senior high school participants; they have different problems (3)
- Include more time at the centers (2)
- "Design additional and more sophisticated centers and activities for high school."
- "More materials for secondary on activities shelf - especially need low-skill, high-motivation materials."
- "More handouts - I take lousy notes."
- "Give an outline summary of the fifteen factors for Rate and Degree for notes, as participants move from center to center."
- "More discussion on grades."
- "More on practical ideas with immediate implementation."
- "Have more modeling of how a teacher can find out the students' needs."
- "Omit elementary techniques from secondary instruction."

COMMENTS - (continued)

SECONDARY TEACHER CYCLES

How can we improve? (continued)

Suggestive/Critical

- "A little more on individualization."
- "More on discipline."
- "Do things to encourage the team approach."
- "Include a unit on the intentionally-disruptive child."
- "More activity - some sessions were crammed too full."
- "More frequent reviews of topics offered."
- "You might summarize at the end of each day."

What will you anticipate will be the effect on your teaching of your participation in Project CARE?

Responses indicated an enhanced ability to

- understand and use motivation theory (18)
- use reinforcement (14)
- individualize instruction (11)
- use classroom management techniques (11)
- have empathy for students (10)
- improve the classroom learning environment (10)
- apply learning theory (9)
- utilize newly-learned ideas (9)
- plan lessons efficiently (8)
- understand and use grading to help students (7)
- develop objectives (5)
- use skills in the cognitive area (5)
- apply skills in the affective area (5)
- organize for effective teaching (4)
- teach with vividness (3)
- use direction giving in a meaningful way (2)
- use transfer of learning to enhance student learnings (2)

142

COMMENTS - (continued)

SECONDARY TEACHER CYCLES

The following comments are representative of the comments received from secondary teacher participants, and are given verbatim.

"When I receive an evaluation which is either all negative or all positive, I tend to discount it more than I would one which was more critical in it's analysis.

Please don't make the mistake of doing so with this evaluation. I feel this inservice should be required of all teachers. It was extremely well organized and conducted. It applied it's own lessons to the content we studied. We were made aware of this as we went along...."

"I am excited and stimulated by the program. I once thought it could be narrowed more to reduce the time out of school - but after reorganizing my notes, I don't think so. Eight and one half days are needed, but let's get together later as a group, to discuss success and failure in implementation. The honest evaluation was refreshing and valuable We don't get that very often. I have a tendency to let it all out...so my co-workers may see me as a 'weak poor' teacher. I'm not, I'm a good teacher who has a lot of room to grow. Now I know in what direction I need to focus my energy. Thanks!"

"Right now, I feel mostly uncertain about how my classroom behavior will change as a result of Project CARE. I am anticipating some positive changes for me as I feel positive about what has gone on for me during the past nine days. I have gained some new understanding and refreshed some old ones, which will improve the learning environment in my class. I suspect a major area that I will spend time on will be management concern. I hope to incorporate elements of signals, sponges, centers and individualization to this end. Some of the things we've talked about have triggered plans for change that I have been thinking about for some time, but have been putting off. I am quite sure the most immediate effect of my participation will be an increased awareness of 'what's been happening' in the classroom."

"I am really looking forward to putting into practice the many innovative ideas this project has taught us. My anticipated 'hope' is that no one will ever fail again if (s)he is in class, because motivation and reinforcement has solved his and my problems. Every prospective teacher, as well as old ones such as I, should be exposed to this marvelous project. You people are great!!"

"The anticipated effect of this program should be a somewhat more relaxed and effective me, reaching more relaxed and effective students."

"This class is the best method class I have ever taken! It has reinforced the correct things I have been doing and let me know that some of these are correct. It has helped me with the thing I really needed most - behavior problems - not only naughty behavior but the quiet, no-problem and how to better individualize.

I will make better lesson plans and be more effective. The 'signal for attention' and 'correct answers' starts Monday! There will be much more immediate feedback and ..... much shorter tests, both pre- and post.

Feeling tone is something I have been working on particularly, and with these other things to help me I will be speaking more softly as there will be less frustration. Every teacher could profit tremendously from this class. It is the greatest thing!"

SECONDARY TEACHER CYCLES

"First of all, the CARE Project has been the first and only in-service project I have ever participated in that had any meat or quality in it. It has been a great experience. I am sure that this project has moved me out of a twenty year rut, into some fascinating ideas to try. I am looking forward to trying to use many of these ideas, but the three that seem to me to stand out in my mind as the most valuable are Motivation, Vividness and Positive Reinforcement."

"I'm really fired up to go back to the classroom. I know it will take a while to get things running as smoothly as I want them to, but I'm really looking forward to trying.

Many techniques that we've discussed, I've tried before. The problem is not sticking to the techniques long enough to see results, and not being consistent day after day.

I feel every first year teacher should be required to take this course. It gives more examples, models, and ideas than any course offered in college. For a little positive reinforcement - FANTASTIC!"

"Certainly, the project has made me more aware of motivation, reinforcement, individualization, direction giving, and vividness. I have learned several management techniques which I feel will be implemented immediately if not sooner. Perhaps, however, the greatest effect will come from the reawakening of my attitudes toward the classroom. This project certainly has been extremely helpful in pushing me from a middle aged syndrome teacher to a younger inventive enthusiastic frame of mind."

"I hope that my teaching will be quite different when I return to school. It won't happen all at once. I know that a drastic change would bewilder my students and exhaust me. However, every day I am going to try to add a little more of the methodology that I have learned. The good students (hopefully) will enjoy the class more because of the variety I will add. The medium students (hopefully) will learn more because I will do more monitoring and adjusting. The poor students (hopefully) will receive more reinforcement for the things that they can do. Within a few months I hope to organize some learning centers. Yes, I have big plans, but right now I am only trying to decide what 'signal' I will use to get the attention of thirty-seven jabbering sixteen-year-olds. It has been a delightful and enriching experience. Thank you."

ADMINISTRATORS' LESSONS

156 administrators have completed, or are completing, one of the two Clinical Supervision courses. Daily evaluations were collected throughout the ten lessons of the course.

Descriptive Adjectives Positive ..... Negative	Total Number of Responses	Percents of Response Positive	Neutral	Negative	Total
Presentation of Subject Matter					
Exciting.....Dull	455	66.6%	27.3%	6.1%	100.0%
Comprehensible.....Confusing	470	83.2	13.2	3.6	100.0
Organized.....Sloppy	462	92.6	6.3	1.1	100.0
Insightful.....Superficial	454	84.1	12.1	3.8	100.0
Refreshing style....Irritating	432	71.3	23.1	5.6	100.0
Content of the Inservice Session					
Practical.....Useless	461	86.8	11.0	2.2	100.0
New ideas....."Old hat"	453	77.0	17.9	5.1	100.0
Beautiful ideas.....Repugnant	426	68.6	27.2	4.2	100.0
Content rich.....Trivial	433	80.6	16.4	3.0	100.0
Overall Opinion of the Session					
Bravo!.....Boo!	387	78.3	17.8	3.9	100.0
Totals, all items	4,433	79.1%	17.1%	3.8%	100.0%

COMMENTS

ADMINISTRATORS' LESSONS

Numbers of comments by administrators are the aggregate number for two sessions each of all ten lessons.

Cognitive Content

Supportive

- Good, very good, great (161)
- Well-planned, organized, varied, meaningful, informative, valuable, relevant (93)
- Excellent (31)
- "Nice change - refreshing and informative."
- "Very clear and meaningful. Concrete and well organized."
- "I felt that this has been the most helpful and exciting inservice I have ever attended."
- "My head is spinning, but I really like it."
- "Wish there were a way for us to continue the series."

Suggestive/Critical

- Okay, but paced too fast (15)
- Repetition of last spring's inservice (2)
- Rather vague, somewhat confusing (2)
- "Teaching signals would be most difficult in high school, unless more sophisticated."
- "First part interesting and good, but cases boring."
- "I'm concerned. It seems that we are forever looking 'inside' the child to determine causes of inappropriate behavior. Could the teacher 'possibly' be the precipitating factor, sometimes?"
- "Could have been richer in content and more dynamic."
- "Needed more handouts."
- "Need to learn it better."
- "Overwhelming, but tied together beautifully."

COMMENTS - (continued)

ADMINISTRATORS' LESSONS

tivities

Supportive

- Okay, good, very good, great (120)
- Well-planned, organized, helpful, varied, meaningful, practical, stimulating, fun (100)
- Excellent (17)
- Interesting, challenging (15)
- "Fast but good."
- "Interesting - wish we had more time."
- "Excellent, very productive."
- "Great, no one can sleep through."

Suggestive/Critical

- Videotape was difficult to hear (9)
- Need more time (7)
- Fair (3)
- Too much time spent on cases (2)
- "Not well adapted to high school."
- "Too much practice on tapes."
- "More variety, if possible."
- "Need more practice."
- "Not enough to keep my interest."
- "Difficult to enter into spirit."
- "Moves fast!"
- "Strenuous."
- "Good, but we needed more."

COMMENTS - (continued)

ADMINISTRATORS' LESSONS

Centers

Supportive

- Good, very good, great (29)
- Varied, valuable, fascinating, well-organized, helpful (9)
- Excellent (6)
- "Good, would like to see more."

Suggestive/Critical

- Not enough time (4)
- "Need more explanation of reading center."
- "Fair."

How can we improve?

Supportive

- Keep up the good work (37)
- Good, very good, great (22)
- We are satisfied (5)
- Give us more (4)
- Having video script was helpful (3)
- "No way."
- "Bravo!"
- "I'm okay, you're okay."
- "You're doing great. I'm tired."

Suggestive/Critical

- Get better tapes (35)
- Shorter sessions (9)
- More participation from the group (6)
- Activity pretty fast (5)
- Need more time (5)

COMMENTS - (continued)

ADMINISTRATORS' LESSONS

ow can we improve? (continued)

Suggestive/Critical

- Difficult to hear, with traffic outside (4)
- Need summary sheets of each lesson (3)
- Need sessions in the morning (3)
- Give high points, so I know what to record and save (2)
- Need to reinforce or review things covered each day (2)
- More dynamic presentation (2)
- Refer more often to the high school level (2)
- "Gear a little more to junior high school."
- "More moving around."
- "More practice."
- "More examples to work on."
- "Smaller groups, when possible."
- "Don't cram so much in one lesson."
- "Don't drag it so much."

dentify needs for further training or information which could be presented in an Advanced Clinical Supervision Course

Supportive

- Most helpful and worthwhile (3)
- "The content was certainly interesting, although at times my mind seemingly just would not open wide enough to absorb. It was a great inservice!"
- "This has been one of the finest inservice programs offered in D.P.S. for some time. A job well done."

COMMENTS - (continued)

ADMINISTRATORS' LESSONS

Identify needs for further training or information which could be presented in an Advanced Clinical Supervision Course (continued)

Suggestive/Critical

- Individualization needs to be re-emphasized (2)
- "This course has done more for me to identify the responsibilities of the elementar principalship than twelve and a half years of being an elementary principal. Thank you."
- "Send us a summary of topics and areas covered, to help us review."
- "More on lesson analysis."
- "I would be interested in seeing some material on the affective domain, or better yet, being in some involvement exercise."
- "I am still not comfortable or competent with the anecdotal record process."
- "Have some Saturday sessions."